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ABSTRACT

Intended for use with trainable retarded, moderately to profoundly multihandicapped students, and young mildly handicapped learners, the curriculum guide provides task objectives, task analyses, and exercise ideas for six categories: self help skills, language skills, motor development skills, basic academic skills, home living skills, and vocational skills. It is expected that teachers will determine, through information observation, formal skill testing, and parent conferencing, the most approprite skills to be taught. The curriculum provides for recording student progress a minimum of four times throughout the school year. Task objectives are given for the following specific areas: eating, dressing, personal hygiene and grooming, prespeech, receptive language, expressive language, nonverbal communication systems, gross motor skills, fine motor skills, preacademic basic concepts, reading, writing, numbers, money, clothing care, first aid skills, prevocational basic skills, and specific job skills. Most task analyses provide gradual withdrawal of prompting so that students perform a task first with physical assistance, then with additional visual and verbal cues, verbal cues only, and finally independently. (DB)

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CORVALLIS 509J T.M.R. CURRICULUM

CURRICULUM - CUMULATIVE
PROGRESS REPORT

Corvallis School District 509J

for
Teachers
of the
TRAINABLE MENTALLY RETARDED

1971-72
Revised Edition
September, 1979

Mental Health Division
Community Mental Retardation Section
State of Oregon

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FOREWARD

The first District Curriculum Outline and the Progress Report system for the trainable mentally retarded children were developed in a series of meetings during the school year 1969-70. The content and format were devised by teachers Phyllis Fontana Mix, Nancy Greene, Willa Fox, Barbara Heldt, and aide Bea Poe. This activity was under the immediate supervision of Robert Foley of the Special Services Department of the Curriculum Division.

An updated version combining the Curriculum Outline and the Progress Report was completed during the school year 1971-72. The combined form is referred to as the Curriculum-Cumulative Progress Report. Rather than use the bar graphs and narrative form as in the school year 1969-70, the teachers have included many more items in the curriculum and through the writing of teaching sequences, bar graphs are used throughout the report. The initial revision was accomplished by the following teachers:

Tass Beckham
Cheri Bondo McLain
Phyllis Fontana Mix
Susan Meyer
Mary Joan Smith Geist

Contributions in the form of writing teaching sequences were made by the following individuals which are listed alphabetically:

Anderson, Roy
Baldwin, Vic
Beckham, Tass
Conkey, Harlan
Fredericks, H. D. (Bud)
Geist, Mary Joan Smith
Grigsby, Paula
Grove, David
Hanson, Wayne
Harvey, Isabel
Hendrickson, Luci
Heyer, Mary
Hildebrandt, Emery
Jones, Judy
Jordan, Elizabeth (Liz)
Lamarre, Susan
McDonnell, John
McLain, Cheri Bondo
Meyer, Susan
Miller, Kim
Mix, Phyllis Fontana
Nelson, Kathy D.
Nelson, Nadine
Riggs, Cheryl
Ruzek, Maurine (Mo)
Sims, Sharon
Stephens, Susie
Tyser, Kathie
Warden, Susan
Warrick, Diane
Wilbur, Gale
Zeek, Peggy

After five years of usage, it was obvious that many major changes needed to be made to make the curriculum more relevant and usable in the Corvallis TMR/DD Program. During the summer of 1976, a curriculum revision workshop was held and the results of that workshop are represented in this revised edition and the Curriculum for Teaching Trainable Mentally Retarded and Developmentally Disabled students. The teachers responsible for this latest revision are:

Tass Beckham
Kathy D. Nelson
Maurine (Mo) Ruzek
Martin Agran
Susan Skidmore
Monica Strub
Heidemarie McSwain

CURRICULUM FOR TEACHING TRAINABLE MENTALLY RETARDED AND DEVELOPMENTALLY DISABLED STUDENTS

Explanation and Usage

This curriculum is designed to be used as the major source of guidance and information in the Corvallis TMR/DD Program. The purpose in developing this curriculum is to promote and insure continuity throughout the classes, from preschool through high school.

It is designed for use with moderately to profoundly multi-handicapped students. The content is also used for young mildly handicapped learners.

When a student is assigned to the program, the teacher, through informal observation, formal skill testing, and parent conferencing decides on and prescribes the most appropriate skills to be taught.

Task analyses are available for most task objectives and exercise ideas are included. Task analyses from other programs are also included in the curriculum in a separate section. When a specific skill has been prescribed it is combined with a cover sheet and a data sheet (which includes all pertinent instructions and information) and included in the student's learning packet or clip board.

Student progress is recorded a minimum of four times throughout the school year on the Current Progress Report (CPR). Two copies of the CPR are prepared: One for school use and the other for parents/guardians. (See CPR forms included).

INTRODUCTION

This is a curriculum to guide teachers in programming for students who are developmentally disabled (DD) or trainable mentally retarded (TMR). There are six categories in this curriculum. These are:

Self help Skills
Language Skills
Motor Development Skills
Basic Academic Skills
Home Living Skills
Vocational Skills

These are each broken down into many task objectives representing the different skills in each category. An attempt was made to list each task objective in the major categories, in a developmental order.

Most instruction in the classes is individualized with priorities for learning being determined by teachers and parents/guardians.

Whenever possible, handicapped students will be integrated into regular graded classes for instruction and/or socialization with a peer group.

MAJOR CURRICULUM CATEGORIES

I. Self Help Skills

- A. Eating
- B. Dressing
- C. Personal Hygiene & Grooming

II. Language Skills

- A. Prespeech Checklist/Prespeech Exercises
- B. Receptive Language
- C. Expressive Language
- D. Non-verbal Communication Systems

III. Motor Development Skills

- A. Gross Motor Skills
- B. Fine Motor Skills

IV. Basic Academic Skills

- A. Pre-academic Basic Concepts
- B. Reading
- C. Writing
- D. Numbers
- E. Money

V. Home Living Skills

- A. Clothing Care
- B. First Aid Skills

VI. Vocational Skills

- A. Prevocational Basic Skills
- B. Specific Job Skills

Curriculum Category Taxonomy

I. Self Help Skills

  A. Eating

    1. Feeding Self with a Spoon

  B. Dressing

    1. Removing coat
    2. Tying a shoe *

  C. Personal Hygiene & Grooming

    1. Using toilet when taken (Trip Trained) *

II. Language Skills

  A. Prespeech Checklist/Prespeech Exercises

    1. Prespeech checklist
    2. Vibration stimulation exercises
    3. Vestibular stimulation exercises
    4. Mouth movement exercises
    5. Lip movement exercises
    6. Tongue movement exercises
    7. Breathing exercises
    8. Blowing exercises
    9. Jaw exercises
    10. Differentiating head movement

  B. Receptive Language

    1. Responding to physical sounds other than voice
    2. Responding to name
    3. Focusing on object
    4. Maintaining eye contact
    5. Following one-action commands
    6. Indicating yes and no
    7. Identifying body parts
    8. Matching objects
    9. Identifying objects
    10. Matching objects and pictures
    11. Identifying pictures
    12. Identifying action words
    13. Identifying function of objects
    14. Following two-action commands
    15. Discriminating same and different
    16. Identifying polar opposites
    17. Identifying singular and plurals

* September 1980 Updated Curriculum Additions

B. Receptive Language (continued)

18. Identifying position of objects
19. Identifying not statements
20. Identifying possessive pronouns
21. Identifying personal pronouns
22. Making comparisons
23. Identifying first, last, and middle
24. Discriminating "and" and "or"
25. Following a command containing a conditional clause
26. Discriminating verb tenses

C. Expressive Language

1. Imitating gross motor movements
2. Imitating mouth movements
3. Emitting babbling sounds
4. Giving approximate/precise imitation of consonant and vowel sounds
5. Imitating sound chains
6. Imitating single words paired with picture or object stimulus
7. Volunteering one word answer to question "What is this?"
8. Volunteering one word answer to question "What is he doing?"
9. Imitating/volunteering two/three/four word chains and sentences (two programs)
10. Volunteering simple sentences containing action
11. Asking for what he wants verbally
12. Relaying information
13. Asking questions
14. Using correct articulation
15. Distar Language Program

D. Non-Verbal Communication Systems

1. Understanding signed words
2. Signing one, two prescribed words
3. Signing word chains
4. Using communication board with hands/eyes/head

III. Motor Development Skills

A. Gross Motor Skills

1. Controlling head and neck while on stomach
2. Scooting backwards
3. Standing with support
4. Walking with walker *
5. Riding tricycle *
6. Maintains Long-leg Sitting *
7. Tailor Sitting *

* September 1977 Updated Curriculum Additions

B. Fine Motor Skills

1. Cutting paper on a line *

IV. Basic Academic Skills

A. Pre-academic Basic Concepts

1. Fitting smaller containers into larger containers
2. Matching colors
3. Finding colors
4. Naming colors
5. Matching shapes
6. Finding shapes
7. Naming shapes
8. Matching groups of objects by sound *
9. Matching groups of objects by texture *
10. Finding things that are the same *
11. Sorting objects and pictures *
12. Working ten piece puzzles *

B. Reading

1. Matching printed name
2. Finding printed name
3. Reading printed name
4. Matching letters in name
5. Finding letters in name
6. Naming letters in name
7. Matching upper case or lower case letters
8. Finding upper case or lower case letters
9. Naming upper case or lower case letters
10. Matching upper to lower case letters
11. Reading sounds
12. Reading functional/environmental words
13. Identifying international signs and symbols
14. Matching printed word to picture
15. Matching printed word to color
16. Matching printed word to number

C. Writing

1. Holding pencil *
2. Scribbling *
3. Joining a series of dots *
4. Copying/printing name *
5. Copying/printing numbers *

* September 1979 Updated Curriculum Additions

D. Numbers

1. Counting to 10 by rote
2. Counting to 20 by rote
3. Matching numerals 1 - 10
4. Finding numerals 1 - 20
5. Naming numerals 1 - 10
6. Naming numerals 11 - 20
7. Counting objects 1 - 10
8. Giving specified number of objects
9. Correlating number of objects/pictures to written numeral
10. Adding two numbers 0 - 10 using visual symbols
11. Adding numbers 0 - 10, sums to 20
12. Subtracting numbers 0 - 10 using visual symbols
13. Subtracting numbers 0 - 10
14. Counting by fives to 100
15. Counting by tens to 100
16. Counting from a given number *

E. Money

1. Knowing cent value of coins *

V. Home Living Skills

A. Clothing Care

1. Sorting laundry for washing
2. Washing clothes in automatic wasing machine
3. Drying clothes in automatic dryer

B. First Aid Skills

1. Identifying and treating minor cuts and abrasions

VI. Vocational Skills

A. Prevocational Basic Skills

1. Discriminating between work and recreation
2. Doing sorting tasks
3. Doing assembly tasks
4. Doing counting and bundling tasks
5. Keeping appearance neat
6. Working through daily routine without fatigue
7. Being punctual
8. Reading application form words
9. Filling out partial application form

* September Updated Curriculum Additions

A. Prevocational Basic Skills (continued)

10. Giving application information verbally
11. Obtaining social security card
12. Conducting self appropriately during interview
13. Finding out about jobs
14. Notifying appropriate person when absent
15. Using time clock

B. Specific Job Skills

1. Janitorial Skills

    a. Finding/naming tools and equipment
    b. Sweeping floor
    c. Cleaning surfaces

2. Wood Shop Skills

    a. Finding/naming tools and equipment
    b. Grading lumber
    c. Stacking lumber

3. Clerical Skills

    a. Finding/naming tools and equipment
    b. Operating duplicator
    c. Operating xerox machine
    d. Folding letters and stuffing envelopes

4. Library Skills

    a. Finding/naming tools and equipment
    b. Performing duties of library checker
    c. Filing library cards
    d. Straightening library shelves
    e. Placing nonfiction and fiction in correct order
    f. Reshelving books
    g. Straightening library

5. Horticulture Skills

    a. Finding/naming tools and equipment

6. Domestic Job Skills

    a. Finding/naming tools and equipment
    b. Changing bed linens

SELF HELP

Eating

SELF-HELP SKILLS
EATING

Title: Feeding Self With Spoon

Task Objective: Given a dish of food and a spoon, the Student will feed him her self with the spoon.

Prerequisite Skills: Can chew and swallow, can hold spoon, can be fed witl a spoon, can scoop with a spoon.

Materials: Dish of food, spoon

General Instructions:

Steps:

1. Instructor fills spoon and holds it close to Student's mouth. Student takes spoon and eats.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cue

   d. Independently on initial cue

2. Instructor fills spoon and holds it in front of student half way between dish and student. Student takes spoon and eats.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cue

   d. Independently on initial cue

3. Instructor fills spoon and holds it just outside of dish. Student takes spoon and eats.

    a. With physical assistance

    b. With additional visual and verbal cues

    c. With additional verbal cue

    d. Independently on initial cue

4. Instructor fills spoon and leaves spoon in dish. Student takes spoon and eats.

    a. With physical assistance

    b. With additional visual and verbal cues

    c. With additional verbal cue

    d. Independently on initial cue

5. Instructor places spoon in dish, Student takes spoon, scoops, and eats.

    a. With physical assistance

    b. With additional visual and verbal cues

    c. With additional verbal cue

    d. Independently on initial cue

6. Instructor places spoon next to dish, Student takes spoon, scoops, and eats.

    a. With physical assistance

    b. With additional visual and verbal cues

    c. With additional verbal cue

    d. Independently on initial cue

11-9-77
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Title: Removing coat

Task Objective: Presented with the verbal cue, "take off your coat" the Student will remove his/her coat.

Prerequisite Skills: Physical ability to remove coat.

Materials: Unfastened coat on student.

General Instructions:

Note: This program is reverse chained.

Steps:

1. Instructor gives cue, "take off your coat" and completely removes the first arm of the Student's coat. The second arm is removed until the shoulder seam of sleeve is to the wrist. Student removes coat.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cue

   d. Independently on initial cue

2 Instructor gives cue, "take off your coat" and removes Student's coat until one arm is in sleeve up to shoulder. Student removes coat.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cue

   d. Independently on initial cue

3. Instructor gives cue, "take off your coat" and removes Student's coat until one arm is in sleeve up to shoulder and other arm is in sleeve pulled off to wrist. Student removes coat.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cue

   d. Independently on initial cue

4. Instructor gives cue, "take off your coat" and removes Student's coat until one arm is in sleeve up to shoulder and other arm is in sleeve pulled off above elbow. Student removes coat.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cue

   d. Independently on initial cue

5. Instructor gives cue "take off your coat" and removes Student's coat until one arm is in sleeve up to shoulder and other arm is in sleeve pulled just off shoulder. Student removes coat.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cue

   d. Independently on initial cue

6. Instructor gives cue, "take off your coat" and opens Student's coat to the shoulder. Student removes coat.

    a. With physical assistance

    b. With additional visual and verbal cues

    c. With additional verbal cue

    d. Independently on initial cue

7. Instructor gives cue, "take off your coat." Student removes coat.

    a. With additional visual and verbal cues

    b. With additional verbal cue

    c. Independently on initial cue

11-9-77
skn

LANGUAGE SKILLS

Prespeech Exercises

	Right		Left	Comments
12. Bite reflex exhibited.				
13. Bite reflex inhibited with stimulation.				
14. S. can chew voluntarily.				
15. S. can inhibit chewing activity.				
16. Jaw deviates to side.				
17. Jaw thrust forward.				
18. Jaw open with difficulty (I. opens jaw).				
19. Jaw opens in over-wide position.				
20. S. opens mouth without tongue thrust.				
21. S. opens mouth with head flexed forward.				
a. S. opens mouth on command.				
22. S. closes mouth with head dropped back.				
23. S. smacks lips.				
24. S. touches lips together.				
25. S. can purse lips (kiss position).				
26. S. can purse and widen lips.				
27. S. can put tongue out voluntarily.				

6/77

S - Student
Y - Yes
N - No

LANGUAGE SKILLS
PRESPEECH CHECKLIST

Date Tested ____________

S. in supine reflex inhibiting position	Right		Left	Comments
1. Shrugs shoulders independently of each other.				
2. Head moves independently of shoulders.				
a. head moves independently of arms.				
b. shoulders rotate in same direction.				
c. body rotates same direction.				
d. asymmetrical tonic neck reflex.				
3. Shoulders flexed forward from supine position) head falls back.				
4. S. can raise head in prone position. a. S. can raise head in supine position.				
5. S. can move head voluntarily.				
6. Sucks voluntarily.				
7. Inhibits sucking.				
8. Sucks without associated body movements.				
9. Swallows normally.				
10. Drools.				
11. Exhibits tongue thrust when swallowing.				

6/77

	Right		Left	Comments
28. S. can pull tongue in voluntarily.				
29. S. can put tip of tongue to corner of mouth.				
30. S. can touch top lip with tongue tip.				
31. S. can touch bottom lip with tongue tip.				
32. S. can touch behind top teeth with tongue.				
33. S. can touch behind lower teeth with tongue.				
34. S. makes tongue movements without associated body movements.				
35. S. can move tongue independently of jaw.				

Prepared by Tass Beckham--From: Crickmay, Marie C. Speech Therapy and the Bobath Approach to Cerebral Palsy, Charles C. Thomas, Publ. 1970

EXPLANATION OF ITEMS ON PRE-SPEECH BEHAVIOR CHECK LIST

1. This is a test to see how well Student can dissociate one part of body from another; if one shoulder is raised, the other one should remain down. Test by: passively raising Student's shoulder, then the other one.

2. Test of dissociation: if body follows head, the neck righting reflex is influencing movement (normal reflex)--Student will be ready for speech therapy. If turning the head produces the asymmetric tonic neck reflex, Student is not yet ready for speech therapy. Test by: flex head forward, move head from side to side; or ask Student to look from side to side.

3. If this occurs, it's an indication that the abnormal reflex patterns (flexion or extension) have been inhibited and the child is ready for therapy. Test by: passively raising Student's shoulders up from supine position; note movement of head.

4. This indicates again that the abnormal reflexes have been broken up.

5. If asymmetrical tonic neck reflex appears during head turning Student is not ready for speech therapy. If head turns with difficulty, muscle tone is probably too high. If head turns too easily, muscle tone is abnormally low. Test by: watching Student turn head. Encourge head turning by having Student follow object with eyes, etc.

6. For therapy to be of maximum benefit Student should be able to suck voluntarily, instead of sucking being purely reflex behavior. Test by: presenting object to suck (pacifier, sucker, bottle, etc.). When Student is sucking say, "stop;" then say, "suck." Note response to commands.

7. Chewing behavior will not develop normally until sucking reflex can voluntarily be inhibited. Test by: same as #6.

8. It's important that Student be able to move speech mechanisms independently of each other. Test by: notice other parts of body during sucking activity.

9. If Student swallows abnormally (with tongue forward against incisors) it will encourage tongue thrust which will force abnormal speech patterns. Test by: give Student food or drink; note swallowing behaviors.

6/77

Explanation of Items on Pre-Speech Behavior Check List (Continued)

10. Indicates inability to swallow voluntarily; drooling is a major obstacle in acquisition of speech. Test by: does Student drool when in any other position besides supine?

11. This will insure improper speech habits. Test by: note activity of tongue when swallowing.

12. The biting reflex will delay development of chewing reflex. Test by: touch Student in close vicinity of mouth, gums, or teeth.

13. It's important that Student establishes control over reflex even when stimulated to bite so that proper chewing development can occur. Test by: touching mouth, lips, teeth, gums, etc.

14. Chewing has important significance for speech because jaw, lips, and tongue are used in a more mature and coordinated way than before. Test by: touching saying "(Student's name), chew," or "Do this," and imitate behavior.

15. It's important pre-speech behavior to be in control of chewing. Test by: saying "chew." Student chews three or four times, Instructor says "stop."

16 & 17. A jaw deviation indicates spasticity which will inhibit normal speech development. Test by: saying "(Student's name), open your mouth" or, "Do this," and imitate behavior. Note position of jaw.

18. Jaw should move quickly and easily to facilitate normal speech patterns. Test by: passively opening jaw for Student.

19. Jaw needs to move quickly and easily with small openings. Test by: using same methods as in 16 & 17.

20 & 21. Indicates that abnormal reflex pattern has been broken up. Test by:
20--Flex shoulders and head forward; say "Open your mouth."
21--Arrange Student so that shoulders are flexed forward say, "Head back. Close mouth," or "Do this," and exhibit behavior Student is to imitate.

22 - 25. This must be assessed to be either voluntary behavior or reflex behavior; Student should be in control of each skill. Test by: imitating each behavior.

26-32. Each of these tests the mobility of the tongue and whether or not the Student is in control of own tongue. Test by: imitating each behavior (note #33 below also).

33. It's likely that if the Student can't move tongue without associated body movements, the same will occur when he attempts to speak. Test by: noticing parts of body when testing #26-32.

34. In normal speech each part involved is required to move independently of each other; the tongue should be able to move much faster and with more precision than jaw; if tongue and jaw move at same speed, articulation will be slow and clumsy. Test by: having Student open mouth and imitate movements of tongue.

DEFINITION OF TERMS

Asymmetrical Tonic Neck Reflex: When the head is rotated to one side, the extensor tone in the limbs toward which the face is turned increases, while the opposite limbs show an increase in flexor tone. The legs may also show similar reaction.

Athetosis (athetoid): Type of cerebral palsy characterized by involuntary movements of the body and limbs; muscle tone fluctuates between extreme tension and extreme flaccidity.

Ataxia: Type of cerebral palsy characterized by lack of balance and coordination; movements become very uncontrolled.

Extension: Stretching out body and limbs.

Extensor Thrust: Causes the whole body to extend; inhibits movement of any one part of the body to move independently of the total pattern.

Flexion: Bending of the body and limbs.

Neck Righting Reflex: Present at birth, serves to keep head in line with body; if Student is lying in supine position and the head turns to one side, his body will automatically begin to turn in the same direction, enabling him to turn on to his side.

Prone: Lying on one's stomach.

Reflex Inhibiting Posture: (RIP) Any posture that breaks up a person's abnormal reflex activity. Typical abnormal positions are changed to the reverse, i. e., flexion is changed to extension, pronation to supination, adduction to abduction (movement away from midline).

Spastic: Type of cerebral palsy characterized by increase in muscle tension or muscle tone loss of voluntary movements; normal patterns of movement are replaced by mass-reflex action of extensor or flexor type.

Supine: Lying on one's back.

6/77

LANGUAGE SKILLS
PRESPEECH EXERCISES

Title: Vibration Stimulation Exercises

Task Objective: Presented with vibration stimulation, Student may emit vocal sounds.

Prerequisite Skills: None

Materials: Bolster

General Instructions: See each exercise.

Exercises:

1. Student chest down on bolster (bolster under Student's chest); Instructor places his hands (crisscrossed) on Student's back in middle near base of neck. Instructor phonates (vocalizes, makes sounds) using sounds in Student's repertoire in a rythmical pattern (example: "mmm"--wait one second--"mmm"--wait--"mmm," etc.); vibrate hands down to base of spine while phonating; bring hands back up and repeat action.

2. Place Student in sitting position facing instructor (on chair or lap); Instructor places both hands on Student's rib cage, under arm pits; move hands down, while vibrating, to hip bones. Bring hands up and repeat motion. Phonate in rhythmical pattern while vibrating and moving hands.

3. Place Student on your lap with Student's legs around your middle. Bounce legs to vibrate Student. Phonate in rhythmical patterns using sounds in Student's repertoire.

6/77

LANGUAGE SKILLS
PRESPEECH EXERCISES

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2. Place Student in sitting position facing instructor (on chair or lap); Instructor places both hands on Student's rib cage, under arm pits; move hands down, while vibrating, to hip bones. Bring hands up and repeat motion. Phonate in rhythmical pattern while vibrating and moving hands.

3. Place Student on your lap with Student's legs around your middle. Bounce legs to vibrate Student. Phonate in rhythmical patterns using sounds in Student's repertoire.

6/77

LANGUAGE SKILLS
PRESPEECH EXERCISE

Title: Mouth Movements

Task Objective: Presented with physical stimulation Student will increase mobility of mouth.

Prerequisite Skills: None

Materials: Primary reinforcer.

General Instructions: See each exercise.

Exercises:

1. Student opens mouth in overwide position: Instructor models behavior for Student and physically assists in getting mouth open, either by pressing down on chin or taking hold of jaw (fingers on lower teeth, thumb under chin) and pulling open. Pair with sound: "ah." Instructor holds primary reinforcer one-half inch from mouth and says, "Open mouth."

2. Student opens and closes mouth rapidly: Instructor models behavior for Student and physically assists in getting mouth to open and close continuously. Instructor takes hold of jaw and moves up and down or presses down on chin and moves up and down. Pair with sounds : ma-ma, ba-ba, etc.

6/77

LANGUAGE SKILLS
PRESPEECH EXERCISES

Title: Lip Exercises

Task Objective: Presented with stimulation of lips and related areas, Student's lips and related areas will become desensitized.

Prerequisite Skills: None

Materials: Food to chew, peanut butter, clay, cotton, round-tipped scissors, tongue depressor.

General Instructions: See each exercise.

Exercises:

1. Instructor desensitizes Student's oral area by: rubbing fingers over, above, under, and around lips; massage cheeks.
2. Instructor places fingers around lips and spread them apart; resistance to this movement is preferred as it promotes puckering.
3. Instructor pushes Student's cheeks together and encourages lips to purse.
4. Instructor models and manipulates Student's mouth so that Student opens and closes lips continuously.
5. Instructor holds lips closed while Student chews food (good for independent jaw action).
6. Instructor works for sucking action by placing peanut butter on his/her finger and touching Student's lips.
7. Lip closure: a. Instructor uses articles of different textures (scissors, cotton, clay) and strokes inward toward mid-line (lips) starting no more than one-half inch from mouth.
   b. Instructor pulls down on Student's upper lip and pairs movement with sound, "mmm."
8. Instructor models behavior for Student and physically assists Student to smack lips.

LANGUAGE SKILLS
PRESPEECH EXERCISES

Title: Tongue Exercises

Task Objective: When presented with stimulation, Student will increase range of motion of tongue independent of other body parts.

Prerequisite Skills: None

Materials: Tongue depressor, peanut butter, sucker, food.

General Instructions: See each exercise.

Exercises:

1. Student sticks tongue out: Instructor holds sucker, etc. in front of Student's mouth and encourages licking with tongue. Instructor holds head steady so Student cannot reach with head.

2. Student moves tongue laterally (from side to side):

   a. Instructor places peanut butter, etc. on inside of Student's cheeks and encourages retrieval by tongue.

   b. Instructor places peanut butter, etc. on inside corner of Student's mouth and encourages retrieval by tongue.

   c. Instructor places food at outside corner of Student's mouth and encourages reaching with tongue. Instructor holds Student's head steady so head does not turn.

   d. Student sticks out tongue and moves from side to side continuously. Instructor moves potato chip, etc. back and forth for tongue to follow.

3. Instructor places peanut butter on roof of mouth and on ridge behind lower teeth. Instructor encourages retrieval with tongue.

6/77

LANGUAGE SKILLS
PRESPEECH EXERCISES

Title: Breathing Exercises

Task Objective: Presented with physical stimulation, Student may improve breath control.

Prerequisite Skills: None

Materials: Straw, liquid, cup, and tissue paper.

General Instructions: See each exercise.

Exercises:

1. Induce rhythmic action of diaphragm by pressing down lightly on upper part of abdomen during exhaling.

2. Induce mouth breathing by holding nose closed for two seconds.

3. Place Student on back; place folded towel down along spine. Press shoulders down to touch floor. Model inhaling, holding breath, exhaling. Exaggerate mouth movement, puff your cheeks out when exhaling, etc.

4. Induce nose breathing by holding mouth tightly closed.

6/77

LANGUAGE SKILLS
PRESPEECH EXERCISES

Title: Blowing

Task Objective: Presented with stimulation, Student will blow through mouth.

Prerequisite Skills: None

Materials: Tissue, liquid in cup, feather, harmonica, flutophone.

General Instructions: See each exercise.

Exercises:

1. Instructor blows on Student and encourages Student to blow. Place feather, piece of tissue, etc., near lips for Student to blow and make move.
2. Student blows through harmonica to make sound.
3. Student closes mouth around flutophone and blows to make sound.
4. Student closes mouth around straw. Student blows through straw and makes liquid bubble.
    - a. Four inch straw.
    - b. Five inch straw.
    - c. Six inch straw.

6/77

LANGUAGE SKILLS
PRESPEECH EXERCISES

Title: Jaw Exercises

Task Objective: When presented with manipulation by Instructor, Student will open jaw passively.

Prerequisite Skills: None

Materials: None

General Instructions: See each exercise.

Exercise:

Instructor will passively open Student's jaw by pushing down on chin and closing it again. Work against resistance by making movements quick and small--bouncy.

6/77

LANGUAGE SKILLS
PRESPEECH EXERCISES

Title: Differentiates Head Movement

Task Objective: Presented with physical help, Student will practice moving head independent of shoulders, arms and hands.

Prerequisite Skills: None

Materials: High interest objects, mat, and chair.

General Instructions: See each exercise.

Exercise:

Student will be in prone position on mat. Instructor holds Student's arms across chest; Student moves head to left and right. Verbal cues: "Turn your head this way;" auditory cues: snap fingers in direction you want Student to turn; visual cue: have Student follow high interest object to left or right.

a. Instructor totally imposes organization, i. e., holds hands and arms in position on chest.

b. Instructor holds down Student's hands with one hand; Instructor tips shoulders and upper trunk up off surface toward direction head is turned.

c. Student sits in chair; Instructor holds Student's hands down and turns head for Student.

6/77

LANGUAGE SKILLS

Receptive Language

Title: Responding to Sounds Other than Voice

Task Objective: Presented with a non-verbal auditory cue, Student will respond within five seconds by looking in the direction of the auditory stimulus for a minimum of two consecutive seconds.

Prerequisite Skills: Adequate hearing.

Materials: Bell, horn, xylophone (any appropriate auditory cue), reinforcing toy or object and stop watch.

General Instructions: Student is playing with some reinforcing object. Instructor rings bell.

Steps:

1. Student discontinues activity he is engaged in when auditory stimulus is presented.

    a. With physical assistance, Instructor three feet from Student.

    b. With additional verbal and visual cues, Instructor three feet from Student.

    c. With additional verbal cue, Instructor three feet from Student.

    d. Independently on initial cue, Instructor three feet from Student.

    e. Independently on initial cue, Instructor five feet from Student.

    f. Independently on initial cue, Instructor ten feet from Student.

2. **Student discontinues activity engaged in and turns head (or head and body) in direction of auditory stimulus.**
    a. **With physical assistance, Instructor three feet from Student.**
    b. **With additional verbal and visual cues, Instructor three feet from Student.**
    c. **With additional verbal cues, Instructor three feet from Student.**
    d. **Independently on initial cue, Instructor three feet from Student.**
    e. **Independently on initial cue, Instructor five feet from Student.**
    f. **Independently on initial cue, Instructor ten feet from Student.**
3. Student focuses directly on auditory cue when it is presented.
    a. With physical assistance, Instructor three feet from Student.
    b. With additional verbal and visual cues, Instructor three feet from Student.
    c. With additional verbal cue, Instructor three feet from Student.
    d. Independently on initial cue, Instructor three feet from Student.
    e. Independently on initial cue, five feet from Student.
    f. Independently on initial cue, ten feet from Student.

4. Student focuses directly on auditory cue when it is presented for a fixed interval of two seconds.

   a. With physical assistance, Instructor three feet from Student.

   b. With additional visual and verbal cues, Instructor three feet from Student.

   c. With additional verbal cue, Instructor three feet from Student.

   d. Independently on initial cue, Instructor three feet from Student.

   e. Independently on initial cue, Instructor five feet from Student.

   f. Independently on initial cue, Instructor ten feet from Student.

LANGUAGE SKILLS
RECEPTIVE LANGUAGE

Title: Responding to Name

Task Objective: Presented with his first name as a verbal cue, the Student looks at the Instructor for a minimum of two consecutive seconds.

Prerequisite Skills: Adequate hearing.

Materials: Stopwatch and reinforcing object.

General Instructions:

Steps:

Phase I

Instructor is within two feet of Student. Student is engaged in activity. Instructor says, "(Student's name)."

1. Instructor says Student's name in normal speaking voice and immediately grasps Student's chin and turns toward Instructor for a minimum of two seconds.

2. Instructor says Student's name and immediately touches Student's chin and turns it toward Instructor for a minimum of two seconds.

3. Instructor says Student's name and lightly touches Student's chin and turns it toward Instructor for a minimum of two seconds.

4. Instructor says Student's name who independently turns his head toward Instructor. Instructor then holds Student's face in position for a minimum of two seconds.

5. Instructor says Student's name who independently turns his head toward Instructor. Instructor then holds Student's face in position for one second. Student remains in position for a minimum of an additional second.

6/77

6. Instructor says Student's name who independently turns his head toward Instructor. Instructor lightly touches Student's face for one second. Student remains in position for a minimum of an additional second.

7. Instructor says Student's name who independently turns his toward Instructor and remains in position without any prompting for a minimum of two seconds.

Phase II

Instructor is six feet away from Student. Student is engaged in activity. Instructor sits across from Student. Instructor says, "(Student's name)."

1. Instructor says Student's name and holds Student's face in front of Instructor for a minimum of two seconds. Instructor snaps fingers at Instructor eye level, next to Instructor's eye. While doing this Student responds by looking at Instructor for two seconds minimum.

2. Instructor says Student's name, and touches Student's face, guiding it to face of Instructor for a minimum of two seconds. Instructor snaps fingers at Instructor's eye level, next to Instructor's eye while doing this. Student responds by looking at Instructor for a minimum of two seconds.

3. Instructor says Student's name. Instructor lightly touches Student's face for a minimum of two seconds. Instructor snaps fingers at Instructor's eye level, next to Instructor's eye while doing this. Student responds by looking at Instructor for two seconds minimum.

4. Instructor says Student's name. Instructor snaps fingers for a minimum of two seconds at Instructor's eye level, next to Instructor's eye while doing this. Student responds by looking at Instructor for two seconds minimum.

5. Instructor says Student's name. Instructor holds hand up at Instructor's eye level for a minimum of two seconds. Student responds by looking at Instructor for two seconds minimum.

6. Instructor says Student's name. Student looks at Instructor for a minimum of two seconds.

LANGUAGE SKILLS
RECEPTIVE LANGUAGE

Title: Focusing on Objects

Task Objective: Presented with a verbal cue to focus on an object, the Student will respond by looking at the object for a minimum of two consecutive seconds.

Prerequisite Skills: Adequate vision.

Materials: Puppet (or some very reinforcing object) and stopwatch.

General Instructions: Instructor holds up puppet on his hand at Student's eye level and says "Look!"

Steps:

1. Instructor says "Look," and immediately grasps Student's chin and turns it to puppet for minimum of two seconds.
2. Instructor says "Look," and touches Student's chin and turns it towards puppet for minimum of two seconds.
3. Instructor says "Look," and lightly touches Student's chin and turns it toward puppet for a minimum of two seconds.
4. Instructor says "Look," and Student independently turns head towards puppet. Instructor then holds Student's face in position a minimum of two seconds.
5. Instructor says "Look," and Student independently turns head towards puppet. Instructor holds Student's face in position for one second. Student remains in position for minimum of an additional second.
6. Instructor says "Look," and Student independently turns his head towards puppet. Instructor lightly touches Student's face for one second. Student remains in position for a minimum of an additional second.

7. Instructor says "Look," and Student independently turns his head toward puppet and remains in position without any prompting for a minimum of two seconds.

LANGUAGE SKILLS
RECEPTIVE LANGUAGE

Title: Following One-Action Commands

Task Objective: Presented with a one-action command the Student will respond by initiating the appropriate action within five seconds.

Prerequisite Skills: Physical ability to perform tasks, adequate hearing.

Materials: Ball

General Instructions: Instructor sits facing Student and says, "(Student's name), (command) ."

Commands:

Stand up.
Sit down.
Clap your hands.
Come here.
Turn around.
Open the door.
Shut the door.

Push in your chair.
Go to (specific destination)
Touch the (object) .
Pick up the (object) .
Give me the (object) .
Point to the (object) .
Put the (object) down.

Steps:

a. With physical assistance.

b. With additional visual and verbal cues.

c. With additional verbal cue.

d. Independently on initial cue, Instructor three feet from Student.

e. Independently on initial cue, Instructor five feet from Student.

f. Independently on initial cue, Instructor ten feet from Student.

6/77

Title: Maintaining Eye Contact

Task Objective: Presented with a verbal cue "_(name)_, look at me," Student will establish and maintain eye contact with Instructor for at least three consecutive seconds.

Prerequisite Skills: None

Materials: Flash light, and other objects of interest to Student.

General Instructions:

Use these for each step:
1 second
2 seconds
3 seconds

Steps:

1. Instructor says "_(name)_, look at me," grasps Student's face, turns toward Instructor, holds head in this position. Instructor holds flash light turned on up close to own eyes, pointing toward Student, moving light beam slightly back and forth.
2. Instructor says "_(name)_, look at me," grasps Student's face, turns toward Instructor. Instructor holds flash light, turned on, up close to own eyes, pointing toward Student, moving light beam lightly back and forth. Student maintains position independently.
3. Instructor says "_(name)_, look at me," touches Student's cheek pushing face in direction of Instructor. Instructor holds flash light, turned on, pointing toward Student, moving light beam slightly. Student maintains position independently.
4. Instructor says "_(name)_, look at me," holds flash light, turned on, near own eyes moving light beam slightly. Student maintains position independently.
5. Instructor says "_(name)_, look at me," Student establishes and maintains eye contact with Instructor for three consecutive seconds.

Title: Identifying Body Parts

Task Objective: Given a verbal cue to identify a body part, Student will point or otherwise indicate the body part requested.

Prerequisite Skills: Student is physically able to point to or otherwise indicate body parts.

Materials: None

General Instructions: Instructor sits facing Student and says, "Show me your ________."

Body Parts:

Hand
Leg
Arm
Foot
Stomach
Back
Head
Eyes
Nose
Ear
Mouth
Hair
Knee
Finger
Toes
Thumb
Elbow
Ankle
Shoulder
Wrist
Tongue
Lips
Teeth
Neck
Chest
Hip
Eyebrow
Eyelash
Chin
Cheek
Fingernails
Toe Nails
Forehead
Waist

Steps:

a. With physical assistance.

b. With additional verbal and visual cues.

c. With additional verbal cue.

d. Independently on initial cue.

Title: Indicating Yes or No

Task Objective: Upon request, Student will indicate yes or no appropriately

Prerequisite Skills: None

Materials: Pictures, objects corresponding to question.

General Instructions: Instructor selects questions which are relevant to the Student. Instructor determines how the Student will be indicating yes or no, i.e., shaking/nodding head, verbal response, signing, facial gestures, etc., (answering behavior).

Steps:

1. Instructor asks question, then physically moves Student to answer correctly, while Instructor models correct answer.
2. Instructor asks question, then physically helps Student to answer and maintain answering behavior, while Instructor models correct answer.
3. Instructor asks question, then helps Student initiate answer, i.e., cueing "n" for no, "y" for yes, taps cheek for no, taps top of head for nodding yes, initiates sign, etc. Student maintains answering behavior independently. Instructor says or signs correct answer.
4. Instructor asks question followed by "Yes or no." Student answers appropriately. (E.g., "Do you want lunch? Yes or no.")
5. Instructor asks question then Student answers correctly and independently.

6/77

Title: Matching Objects

Task Objective: Presented with an object and the cue "Find the one that is the same," the Student will indicate the matching object from a group of four objects by pointing, looking at, grasping, etc.

Prerequisite Skills: None

Materials: Objects common in the Student's environment.

General Instructions:

Note: Distractors are objects not being taught.

Steps:

1. Instructor presents object with no distractors in front of Student. Instructor holds up matching object and says, "Show me the one that is the same." Student indicates correct object.

   a. With physical assistance.

   b. With additional verbal and visual cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

2. Instructor presents object with one distractor in front of Student. Instructor holds up matching object and says, "Show me the one that is the same." Student indicates correct object.

a. With physical assistance.

b. With additional visual and verbal cues.

c. With additional verbal cue.

d. Independently on initial cue.

3. Instructor presents object with two distractors in front of Student. Instructor holds up matching object and says, "Show me the one that is the same." Student indicates correct object.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

4. Instructor presents object with three distractors in front of Student. Instructor holds up matching object and says, "Show me the one that is the same." Student indicates correct object.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

LANGUAGE SKILLS
RECEPTIVE LANGUAGE

Title: Identifying Objects

Task Objective: Presented with four objects and a verbal cue to identify one of the objects, the Student will identify the correct object by pointing, looking at, grasping, etc.

Prerequisite Skills: Physical ability to identify an object, adequate vision to discriminate objects, follows one-action commands.

Materials: Objects common in the Student's environment, i.e., pencil, spoon, ball, cup, etc.

General Instructions:

Note: Distractors are objects not being taught.

Steps:

1. Instructor presents object with no distractors in front of Student and says, "Show me the ________." Student indicates the correct object.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

2. Instructor presents object with one distractor in front of Student and says, "Show me the ________." Student indicates the correct object.

a. With physical assistance.

b. With additional visual and verbal cues.

c. With additional verbal cue.

d. Independently on initial cue.

3. Instructor presents object with two distractors in front of Student and says, "Show me the ___________." Student indicates the correct object.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

4. Instructor presents object with three distractors in front of Student and says, "Show me the ___________." Student indicates the correct picture.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

LANGUAGE SKILLS
RECEPTIVE LANGUAGE

Title: Matching Objects to Pictures

Task Objective: Presented with an object and four pictures of object (one of the object and three distractors), the Student will match the object to the correct picture.

Prerequisite Skills: Identifies objects by pointing, looking at, grasping, etc., adequate vision.

Materials: Objects common in the Student's environment and a picture of each object.

General Instructions:

Note: Distractors are pictures of objects not being taught.

Steps:

1. Instructor presents a picture of the object with no distractors. Instructor holds up the object and says, "This is a __________. Show me the picture of a ________." Student indicates correct picture.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cue.

    d. Independently on initial cue.

2. Instructor presents a picture of the object with one distractor. Instructor holds up the object and says, "This is a ___________. Show me the picture of a _________." Student indicates correct picture.

a. With physical assistance.

b. With additional visual and verbal cues.

c. With additional verbal cue.

d. Independently on initial cue.

3. Instructor presents a picture of the object with two distractors. Instructor holds up the object and says, "This is a __________. Show me the picture of a __________." Student indicates correct picture.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

4. Instructor presents a picture of the object with three distractors. Instructor holds up the object and says, "This is a __________. Show me the picture of a __________." Student indicates correct picture.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

LANGUAGE SKILLS
RECEPTIVE LANGUAGE

Title: Identifying Pictures

Task Objective: Presented with four pictures and a verbal cue to identify one of the pictures, the Student will identify the appropriate picture.

Prerequisite Skills: Identifies objects by pointing, looking at, grasping, etc.

Materials: Pictures of objects common in the Student's environment.

General Instructions:

Note: Distractors are pictures of objects not being taught.

Steps:

1. Instructor presents the picture with no distractors in front of Student and says, "Show me the ________." Student indicates correct picture.
    a. With physical assistance.
    b. With additional visual and verbal cues.
    c. With additional verbal cue.
    d. Independently on initial cue.
2. Instructor presents the picture with one distractor and says, "Show me the ________." Student indicates correct picture.

6/77

a. With physical assistance.

b. With additional visual and verbal cues.

c. With additional verbal cue.

d. Independently on initial cue.

3. Instructor presents the picture with two distractors and says, "Show me the __________." Student indicates correct picture.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cue.

    d. Independently on initial cue.

4. Instructor presents the picture with three distractors and says, "Show me the __________." Student indicates correct picture.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cue.

    d. Independently on initial cue.

LANGUAGE SKILLS
RECEPTIVE LANGUAGE

Title: Identifying Action Words

Task Objective: Presented with four action pictures and the cue "Show me the one that is ______ing," the Student will indicate the picture showing the appropriate action.

Prerequisite Skills: Visual discrimination for the task, follows commands.

Materials: Action pictures.

General Instructions:

Action Words:

sitting
standing
hopping
sleeping
waving
sliding
sweeping
mowing
sewing
painting
driving
washing
dressing
eating
combing
jumping

Note: Distractors are action pictures not being taught.

Steps:

1. Instructor presents action picture with no distractors and says, "Show me the one that is ______ing." Student indicates correct picture.

    a. With physical assistance.

    b. With additional verbal and visual cues.

    c. With additional verbal cues.

    d. Independently on initial cue.

2. Instructor presents action picture with one distractor and says, "Show me the one that is ______ing." Student indicates correct picture.

    a. With physical assistance.

    b. With additional verbal and visual cues.

    c. With additional verbal cues.

    d. Independently on initial cue.

3. Instructor presents action picture with two distractors and says, "Show me the one that is ______ing." Student indicates correct picture.

    a. With physical assistance.

    b. With additional verbal and visual cues.

    c. With additional verbal cues.

    d. Independently on initial cue.

4. Instructor presents action picture with three distractors and says, "Show me the one that is ______ing." Student indicates correct picture.

    a. With physical assistance.

    b. With additional verbal and visual cues.

    c. With additional verbal cues.

    d. Independently on initial cue.

LANGUAGE SKILLS
RECEPTIVE LANGUAGE

Title: Identifying Function of Objects

Task Objective: Presented with four objects and a description of the function of one object, the Student will, upon request, indicate the correct object.

Prerequisite Skills: Follows commands and identifies objects by pointing, looking at, grasping, etc.

Materials: Objects common in the Student's environment.

General Instructions:

Function - Object:

comb hair with - comb
eat with - spoon
cut with - scissors
write with - pencil
brush your teeth with - tooth brush
write on - paper
wear on your head - hat
cut your food with - knife
sit on - chair
drink out of - cup
wash your hands with - soap
use to blow your nose - tissue

Note: Distractors are objects - functions not being taught.

Steps:

1. Instructor presents the object with no distractors and says, "Show me the one you___________." Student indicates correct object.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cues.

    d. Independently on initial cue.

6/77

2. Instructor presents the object with one distractor and says, "Show me the one you __________." Student indicates correct object.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cues.

   d. Independently on initial cue.

3. Instructor presents the object with two distractors and says, "Show me the one you __________." Student indicates correct object.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cues.

   d. Independently on initial cue.

4. Instructor presents the object with three distractors and says, "Show me the one you __________." Student indicates correct object.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cues.

   d. Independently on initial cue.

Title: Following Two-Action Commands

Task Objective: Student will perform a two-action command on initial verbal cue.

Prerequisite Skills: Can imitate motor behaviors, physical ability to perform task, ability to follow one-action commands, and knowledge of body parts.

Materials: Objects corresponding to commands.

General Instructions: Student should be in familiar surroundings.

Two action commands:

Stand up, then clap your hands.
Stand up, then turn around.
Sit down, then touch the floor.
Clap your hands, then turn around.
Open the door, then sit down.
Touch your head, then your nose.
Touch your elbow, then your knee.
Touch your shoe, then clap your hands.
Put your hands on your knees, then put your hands on your ears.
Point to the __(object)__, then touch the __(object)__.
Pick up the __(object)__, then stand up.
Give me the __(object)__, then the __(object)__.

Steps:

1. Instructor models first action; Student performs first action. Instructor models second action; Student performs second action.

2. Instructor models both actions of the given command; Student imitates both actions.

3. Instructor models first action only; Student performs first and second actions in order.

4. Student performs both actions in order independently on verbal cue.

LANGUAGE SKILLS
RECEPTIVE LANGUAGE

Title: Discriminating Same and Different

Task Objective: Presented with two pictures or objects that are the same and one that is different, and a cue to find the ones that are the same and then the one that is different, Student will indicate the correct object(s) or picture(s).

Prerequisite Skills: Follows commands, indicates an object or picture by pointing, looking at, grasping, etc.

Materials: Objects and pictures of objects common in the Student's environment.

General Instructions: Present three objects or pictures on the table (two the same and one different). Phase I--use objects. Phase II--use pictures.

Steps:

1. Instructor puts the two objects or pictures that are the same twelve inches from the one that is different. Instructor asks, "Show me the ones that are the same." Student indicates two similar objects or pictures. Instructor asks, "Show me the one that is different." Student indicates one object or picture that is different.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cues.

    d. Independently on initial cue.

6/77

2. Instructor puts the two objects or pictures that are the same six inches from the one that is different. Instructor asks, "Show me the ones that are the same." Student indicates two objects or pictures that are the same. Instructor then asks, "Show me the one that is different." Student indicates the one object that is different.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cues.

    d. Independently on initial cue.

3. Instructor puts the two objects or pictures that are the same three inches from the one that is different. Instructor asks, "Show me the ones that are the same." Student indicates two objects or pictures that are the same. Instructor then asks, "Show me the one that is different." Student indicates one object that is different.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cues.

    d. Independently on initial cue.

4. Instructor puts the three objects or pictures next to each other in any order (same, different, same; different, same, same; same, same, different). Instructor asks, "Show me the ones that are the same." Student indicates two objects or pictures that are the same. Instructor then asks, "Show me the one that is different." Student indicates one object that is different.

LANGUAGE SKILLS
RECEPTIVE LANGUAGES

Title: Identifying Polar Opposites

Task Objective: Presented with pictures or objects and the cue "Show me the one that is the opposite," the Student will indicate the picture.

Prerequisite Skills: Identifies pictures or objects by pointing, looking at, grasping, etc.

Materials: Instructo kit #33--Opposite Concept Pictures, or Instructor-made pictures or objects.

General Instructions:

Pairs of opposites:

big	tall	wet	hot	up	day	in
little	short	dry	cold	down	night	out

open	front	girl	over	clean	full	happy
closed	back	boy	under	dirty	empty	sad

top
bottom

Steps:

1. Instructor presents a pair of opposites twelve inches apart and says, "Show me the one that is ___________. "Student indicates correct picture or object.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cues.

    d. Independently on initial cue.

2. Instructor presents a pair of opposites six inches apart and says, "Show me the one that is ________." Student indicates correct picture or object.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cues

    d. Independently on initial cue.

3. Instructor presents a pair of opposites three inches apart and says, "Show me the one that is ________." Student indicates the correct picture or object.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cues.

    d. Independently on initial cue

4. Instructor presents a pair of opposites twelve inches apart, holds up a duplicate of one of the pictures, and says, "This one is ________. Show me the one that is the opposite." Student indicates the correct picture or object.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cues.

    d. Independently on initial cue.

5. Instructor presents a pair of opposites six inches apart, holds up a duplicate of one of the pictures, and says, "This one is __________. Show me the one that is the opposite." Student indicates the correct picture or object.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cues.

   d. Independently on initial cue.

6. Instructor presents a pair of opposites three inches apart, holds up a duplicate of one of the pictures, and says, "This one is __________. Show me the one that is the opposite." Student indicates the correct picture or object.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cues.

   d. Independently on initial cue.

LANGUAGE SKILLS
RECEPTIVE LANGUAGE

Title: Identifying Singular and Plural

Task Objective: Presented with verbal commands "Show me a (object)," or "Show me the ________s," Student will indicate singular and plural by identifying the appropriate object(s).

Prerequisite Skills: Identifies objects, follows commands.

Materials: Objects common in the Student's environment such as blocks, pencils, pennies, sticks, paper clips, etc.

General Instructions:

Steps:

1. Instructor presents two of the same object and gives cue "Give me a (object)." Student gives one object. If Student gives both objects, say, "No, give me a (object), a means one."

2. Instructor presents two of the same object and two distractor objects and gives cue "Give me a (object)." Student gives one object.

3. Instructor presents two of the same object and gives cue "Give me the (plural of object) s. Student gives Instructor both objects. If Student gives only one object, say, "No, give me both the ________s."

4. Instructor presents two of the same object and two distractor objects and gives cue "Give me the ________s." Student gives Instructor both objects.

5. Instructor presents three pairs of objects and alternates giving cues for singular and plural. "Give me a ________," and "Give me the ________s." Student gives Instructor one or both objects as requested.

6/77

6. Instructor presents three sets (three or more similar objects in each set) and alternates giving cues for singular and plural "Give me a __________," and "Give me the __________s." Student gives Instructor one or all of the object(s) requested. If Student does not give all the objects, say, "No, give me all the __________."

LANGUAGE SKILLS
RECEPTIVE LANGUAGE

Title: Identifying Position of Objects

Task Objective: Presented with an object and a verbal cue "Put the (object) (position) the (object)," the Student will place the object in the correct position.

Prerequisite Skills: Student can manipulate objects.

Materials: Objects common in the Student's environment.

General Instructions:

Positions:

on
in
under
in front of
in back of
between
next to
above
beside
below

Steps:

1. Instructor places object and container in front of Student and says, "Put the (object) (position) the (object/container)." Student puts object in correct position with physical assistance.

2. Instructor places object and containers in front of Student and says, "Put the (object) (position) the (object/container)." Student puts object in correct position with additional verbal and visual cues.

3. Instructor places object and container in front of Student and says, "Put the (object) (position) the (object)." Student puts object in the correct position with additional verbal cues.

4. Instructor places object and container in front of Student and says, "Put the (object) (position) the (object)." Student puts object in the correct position independently.

6/77

Title: Identifies "Not" Statements

Task Objective: Presented with a verbal cue containing the "not" concept, Student will respond by indicating the appropriate object(s).

Prerequisite Skills: Follows commands, identifies objects by pointing, looking at, grasping, etc.

Materials: Objects common to the Student's environment such as pencil, cup, ball, shoe, etc.

General Instructions: Use a variety of motor behaviors or objects (depending on step) during each session.

Steps:

1. Instructor gives command for motor behavior (such as "Stand up."), Student follows command. Instructor gives not command (such as "Do not stand up."). Student does not respond.
    a. With physical assistance.
    b. With additional verbal and visual cues.
    c. With additional verbal cues.
    d. Independently on initial cue.
2. Instructor gives not command (such as "Do not stand up."). Student does not respond.
    a. With physical assistance

b. With additional visual and verbal cues.

c. With additional verbal cues.

d. Independently on initial cue.

3. Instructor presents one object and gives command "Show me the ________." Student shows Instructor the object. Instructor presents one object and gives command "Do not show me the ________." Student does not show object.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cues.

   d. Independently on initial cue.

4. Instructor presents one object and gives command "Do not show me the ________." Student does not show object.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cues.

   d. Independently on initial cue.

5. Instructor presents two different objects and gives command, "Show me the (object #1)." Student show Instructor object #1. Instructor gives command "Do not show me (object #1)." Student does not show any object.

6. Instructor presents two different objects and gives command "Do not show me (object #1) . Student does not show any object. Instructor gives command "Show me the one that is not a (object #1) ." Student shows Instructor object #2.

7. Instructor presents two different objects and gives command "Show me the one that is not a (object #1) ." Student shows Instructor object #2.

8. Instructor presents three different objects and gives command "Show me the ones that are not (object #1) ." Student shows Instructor objects #2 and #3.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cues.

   d. Independently on initial cue.

9. Instructor presents three different objects and gives command "Show me the one that is not a (object #1) and not a (object #2) ." Student shows Instructor object #3.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cues.

   d. Independently on initial cue.

LANGUAGE SKILLS
RECEPTIVE LANGUAGE

Title: Identifying Possessive Pronouns

Task Objective: Presented with four pictures illustrating possessive pronouns, the Student will identify the picture requested.

Prerequisite Skills: Follows commands, identifies objects/pictures by pointing, looking at, grasping, etc.

Materials: Doll and pictures.

General Instructions:

Possessive pronouns:

my
your
his
her
their
our

Note: Distractors in this program are defined as possessive pronouns other than the ones being taught in each step.

Steps:

I. With People (with each other's own possessions, i.e., clothing, other possessions)

1. Instructor presents Student's possession and no distractors and gives cue "Show me your ________." Student responds correctly.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cues.

    d. Independently on initial cue.

6/77

2. Instructor presents Student's possession and one distractor (Instructor's possession) and gives cue "Show me your __________." Student responds correctly.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cues.

    d. Independently on initial cue.

3. Instructor presents possessives MY and YOUR in random order. Student responds correctly. (Cues: "Show me your __________," and "Show me my __________."

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cues.

    d. Independently on initial cue.

II. With Other People and Pictures

his her their our

1. Instructor presents people/pictures showing (possessive pronoun) (possession), and no distractors and gives cue "Show me (pronoun) (possession)." Student responds correctly.

    a. With physical assistance.

    b. With additional visual and verbal cues.

c. With additional verbal cues.

d. Independently on initial cue.

2. Instructor presents people/pictures showing (possessive pronoun) (possession), and one distractor and gives cue "Show me (pronoun) (possession)." Student responds correctly.

a. With physical assistance.

b. With additional visual and verbal cues.

c. With additional verbal cues.

d. Independently on initial cue.

3. Instructor presents people/pictures showing (possessive pronoun) (possession), and two distractors and gives cue "Show me (pronoun) (possession)." Student responds correctly.

a. With physical assistance.

b. With additional visual and verbal cues.

c. With additional verbal cues.

d. Independently on initial cue.

4. Instructor presents people/pictures showing (possessive pronoun) (possession), and three distractors and gives cue "Show me (pronoun) (possession)." Student responds correctly.

   a. With physical assistance.

   b. With additional verbal and visual cues.

   c. With additional verbal cues.

   d. Independently on initial cue.

LANGUAGE SKILLS
RECEPTIVE LANGUAGE SKILLS

Title: Identifying Personal Pronouns

Task Objective: Presented with four pictures illustrating personal pronouns he, she, it, and they the Student will identify the picture requested.

Prerequisite Skills: Identifies pictures by pointing, looking at, grasping, etc. Identifies action pictures.

Materials: Pictures or people.

General Instructions: Use people or pictures of people, animals, or objects.

Personal Pronouns:

he she it they

Note: Distractors--examples of personal pronouns other than the ones being taught.

Steps:

1. Instructor presents picture/people and no distractors and gives verbal cue "Show me (personal pronoun) is/are (action) ." Student identifies correct picture/person.
    a. With physical assistance.
    b. With additional visual and verbal cues.
    c. With additional verbal cues.
    d. Independently on initial cue.

6/77

2. Instructor presents picture/people and one distractor and gives cue "Show me (personal pronoun) is/are (action) ." Student identifies correct picture/person.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cues.

    d. Independently on initial cue.

3. Instructor presents picture/people and two distractors and gives cue "Show me (personal pronoun) is/are (action) ." Student identifies correct picture/person.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cues.

    d. Independently on initial cue.

4. Instructor presents picture/people and three distractors and gives cue "Show me (personal pronoun) is/are (action) ." Student identifies correct picture/person.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cues.

    d. Independently on initial cue.

Title: Making Comparisons

Task Objective: Presented with a verbal cue to make a comparison between objects or pictures, the Student will indicate the appropriate comparison.

Prerequisite Skills: Follows commands, identifies objects and pictures by pointing, looking at, grasping, etc., identifies opposites.

Materials: Objects common in the Student's environment. Pictures.

General Instructions:

Adjectives:

Comparative	Superlative	Comparative	Superlative
bigger	biggest	thinner	thinnest
longer	longest	cleaner	cleanest
fuller	fullest	higher	highest
taller	tallest	darker	darkest
smaller	smallest	happier	happiest
more ready	most ready	more beautiful	most beautiful

Steps:

1. Instructor presents two related objects on table and says, "Show me the one that is (comparative adjective) ." Student indicates correct object.
    a. With physical assistance.
    b. With additional visual and verbal cues.
    c. With additional verbal cues.
    d. Independently on initial cue.

2. Instructor presents three related objects on the table and says, "Show me the one that is (superlative adjective) ." Student indicates correct object.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cues.

   d. Independently on initial cue.

3. Instructor presents two related pictures and says, "Show me the one that is (comparative adjective) ." Student indicates correct object.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cues.

   d. Independently on initial cue.

4. Instructor presents three related pictures and says, "Show me the one that is (superlative adjective) ." Student indicates correct object.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cues.

   d. Independently on initial cue.

LANGUAGE SKILLS
RECEPTIVE LANGUAGE

Title: Identifying "First," "Last," and "Middle"

Task Objective: Presented with a picture of or a group of objects in a line headed in the same direction and the verbal cue "Which one is first?" or "Which one is last?" or "Which one is in the middle?" the Student will indicate first, middle, and last.

Prerequisite Skills: Follows commands, identifies objects and pictures by pointing, looking at, grasping, etc.

Materials: Pictures, objects that would indicate direction (i.e., dolls, cars) and people in line.

General Instructions: For each step, change the direction of the objects each time you give cue (i.e., left to right, right to left, front to back, back to front).

Steps:

1. Instructor places two objects infront of the Student. Objects are headed in the same direction. Cue: "Which one is first?"

    a. Student identifies "first" with physical assistance.

    b. Student identifies "first" with additional visual and verbal cues.

    c. Student identifies "first" with additional verbal cues.

    d. Student identifies "first" independently on initial cue.

6/77

2. Instructor places three objects in front of the Student. Cue: "Which one is first?"

   a. Student identifies "first" with physical assistance.

   b. Student identifies "first" with additional visual and verbal cues.

   c. Student identifies "first" with additional verbal cues.

   d. Student identifies "first" independently on initial cue.

3. Instructor places four or more objects in front of the Student. Cue: "Which one is first?"

   a. Student identifies "first" with physical assistance.

   b. Student identifies "first" with additional visual and verbal cues.

   c. Student identifies "first" with additional verbal cues.

   d. Student identifies "first" independently on initial cue.

4. Instructor places two objects in front of the Student. Cues: "Which one is first?" Student identifies "first." "Which one is last?"

   a. Student identifies "last" with physical assistance.

   b. Student identifies "last" with additional visual and verbal cues.

   c. Student identifies "last" with additional verbal cues.

   d. Student identifies "last" independently on initial cue.

5. Instructor places three objects in front of the Student. Cue: "Which one is first?" Student identifies "first." "Which one is last?"

   a. Student identifies "last" with physical assistance.

   b. Student identifies "last" with additional visual and verbal cues.

   c. Student identifies "last" with additional verbal cues.

   d. Student identifies "last" independently on initial cue.

6. Instructor places four or more objects in front of Student. Cue: "Which one is first?" Student identifies "first." "Which one is last?" Student identifies "last" idependently.

7. Instructor places three objects in front of Student. Cue: "Which one is first?" Student identifies "first." "Which one is last?" Student identifies "last." "Which one is in the middle?"

   a. Student identifies "middle" with physical assistance.

   b. Student identifies "middle" with additional visual and verbal cues.

   c. Student identifies "middle" with additional verbal cues.

   d. Student identifies "middle" independently on initial cue.

8. Instructor places three objects in front of Student. Cues: "Which one is first?" "Which one is last?" "Which one is in the middle?" Present cues in random order. Student identifies "first," "middle," and "last" on each initial cue.

LANGUAGE SKILLS
RECEPTIVE LANGUAGE

Title: Discriminating "And" and "Or"

Task Objective: Presented with a request containing and/or, the Student will perform the appropriate action.

Prerequisite Skills: Follows complex commands, identifies pictures and objects by pointing, looking, grasping, etc.

Materials: None.

General Instructions: Place objects in front of Student.

Objects:

pen and pencil
cup and glass
pencil and paper
chalk and eraser
tape and stapler
comb and brush
spoon and fork
glue and paste

Steps:

1. "Give me the __________AND the __________." Exaggerate and emphasize the word "and."

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cues.

    d. Independently on initial cue.

2. "Give me the __________ and the __________." No exaggeration of word "and."

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cues.

   d. Independently on initial cue.

3. "Give me the __________ OR the __________." Exaggerate and emphasize the word "or."

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cues.

   d. Independently on initial cue.

4. "Give me the __________ or the __________." No exaggeration or emphasis on the word "or."

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cues.

   d. Independently on initial cue.

5. AND/OR statements in random order. Example:

"Give me the spoon and the fork."

"Give me the fork or the spoon."

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cues.

   d. Independently on initial cue.

6/77

Title: Following a Command Containing a Conditional Clause

Task Objective: Presented with a command containing a conditional statement (if . . . or when . . .) the Student will respond by performing the appropriate task.

Prerequisite Skills: Follows two-action commands.

Materials: None

General Instructions: Instructor sits facing Student and says, " (name) , (command) ."

Commands:

"When" Statements	Single "if" Statements
When I ring the bell, stand up.	If I ring the bell, stand up.
When I ring the bell, sit down.	If I ring the bell, sit down.
When I say go, write your name.	If I say go, write your name.

Two "if" Statements

If I ring the bell, stand up. If I clap my hands, clap your hands.
If I ring the bell, sit down. If I clap my hands, go to the door.
If I say go, write your name. If I clap my hands, put the pencil down.

Steps:

1. Commands containing "when" statements.
    a. With physical assistance.
    b. With additional visual and verbal cues.

c. With additional verbal cues.

d. Independently on initial cue.

2. Commands containing single "if" statements.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cues.

   d. Independently on initial cue.

3. Commands containing "when" statements and "if" statements. Present in random order.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cues.

   d. Independently on initial cue.

4. Commands containing two "if" statements, one of which the Student is to perform.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cues.

   d. Independently on initial cue.

LANGUAGE SKILLS
RECEPTIVE LANGUAGE

Title: Discriminating Verb Tenses

Task Objective: Presented with a verbal cue to discriminate pictures showing past, present and future tenses, the Student will identify the appropriate pictures.

Prerequisite Skills: Identifies objects and pictures by pointing, looking at, grasping, etc., and identifies action words.

Materials: Set of pictures included in the program.

General Instructions: Present the pictures specified for the prescribed step. Change the position of the pictures for each trial.

Note: Distractors are verb tense pictures not being taught.

Action pictures:

Present	Future	Past
The boy is jumping.	The boy will jump.	The boy jumped.
The boy is eating.	The boy will eat.	The boy ate.
The man is climbing.	The man will climb.	The man climbed.
The boy is drinking.	The boy will drink.	The boy drank
The girl is sitting.	The girl will sit.	The girl sat.

Steps:

1. Instructor presents present tense picture and a present tense picture of another action as distractor. Instructor says, "Show me (present tense statement) ." Student indicates correct present action picture.

   a. With physical assistance.

   b. With additional visual and verbal cues.

c. With additional verbal cues.

d. Independently on initial cue.

2. Instructor presents present tense picture and future tense picture of the same action as distractor. Instructor says, "Show me (present tense statement) ." (Do not ask for future tense.) Student indicates present action picture.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cues.

    d. Independently on initial cue.

3. Instructor presents present and future tense action pictures. Instructor says, "Show me (present tense statement) ," and Student indicates correct picture. Instructor says, "Show me (future tense statement) ," and Student indicates correct picture.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cues.

    d. Independently on initial cue.

4. Instructor presents present and future tense action pictures. Instructor says, "Show me (present tense statement) ," and "Show me (future tense statement) ," in random order. Student indicates correct pictures.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cues.

   d. Independently on initial cue.

5. Instructor presents present, future and past tense action pictures. Instructor says, "Show me (present tense statement) ," and "Show me (future tense statement) ," in random order. (Do not ask for past tense.) Student indicates correct pictures.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cues.

   d. Independently on initial cue.

6. Instructor presents present and past tense action pictures. Instructor says, "Show me (present tense statement) ," and Student indicates correct picture. Instructor says, "Show me (past tense statement) ," and Student indicates correct pictures.

   a. With physical assistance.

   b. With additional visual and verbal cues.

c. With additional verbal cues.

d. Independently on initial cue.

7. Instructor presents present and past tense action pictures. Instructor says, "Show me (present tense statement) ," and "Show me (past tense statement) ," in random order. Student indicates correct pictures.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cues.

   d. Independently on initial cue.

8. Instructor presents present, past and future tense action pictures. Instructor says, "Show me (present tense statement) ," and "Show me (past tense statement) ," in random order. (Do not ask for future tense.) Student indicates correct pictures.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cues.

   d. Independently on initial cue.

9. Instructor presents present, past and future tense action pictures. Instructor says, "Show me (present tense statement) ,"

"Show me (past tense statement) ," and "Show me (future tense statement) ," in random order. Student indicates correct pictures.

a. With physical assistance.

b. With additional visual and verbal cues.

c. With additional verbal cues.

d. Independently on initial cue.

6/77

LANGUAGE SKILLS

Expressive Language

LANGUAGE SKILLS
EXPRESSIVE LANGUAGE

Title: Imitating Motor Movements

Task Objective: Presented with a motor movement demonstrated by Instructor, the Student will imitate the motor movements.

Prerequisite Skills: adequate vision and physical ability to perform task.

Materials: None

General Instructions:

Steps:

1. Instructor demonstrates movement and says, "Do this." Student slaps table with two hands.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cues.

    d. Independently on initial cue

2. Instructor demonstrates movement and says, "Do this." Student slaps table with one hand.

    a. With physical assistance.

    b. With additional visual and verbal cues.

c. With additional verbal cues.

d. Independently on initial cue.

3. Instructor demonstrates movement and says, "Do this." Student claps hands.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cues.

   d. Independently on initial cue.

4. Instructor demonstrates movement and says, "Do this." Student moves head from side to side.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cues.

   d. Independently on initial cue.

5. Instructor demonstrates movement and says, "Do this." Student moves head up and down.

   a. With physical assistance.

   b. With additional visual and verbal cues.

c. With additional verbal cues.

d. Independently on initial cue.

6. Instructor demonstrates movement and says, "Do this." Student waves both hands.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cues.

   d. Independently on initial cue.

7. Instructor demonstrates movement and says, "Do this." Student waves one hand.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cues.

   d. Independently on initial cue.

Title: Imitating Mouth Movements

Task Objective: Student will imitate mouth movements demonstrated by Instructor.

Prerequisite Skills: Student can see visual cue. Student has the physical skills to perform the task.

Materials: None

General Instructions:

Steps:

1. Instructor demonstrates movement and says, "Do this." Student opens mouth wide.
    a. With physical assistance.
    b. With additional visual and verbal cues.
    c. With additional verbal cues.
    d. Independently on initial cue.
2. Instructor demonstrates movement and says, "Do this." Student sticks tongue out.
    a. With physical assistance.
    b. With additional visual and verbal cues.

c. With additional verbal cues.

d. Independently on initial cue.

3. Instructor demonstrates movement and says, "Do this." Student points tongue toward nose.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cues.

   d. Independently on initial cue.

4. Instructor demonstrates movement and says, "Do this." Student points tongue toward chin.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cues.

   d. Independently on initial cue.

5. Instructor demonstrates movement and says, "Do this." Student moves tongue to side.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cues.

   d. Independently on initial cue.

6. Instructor demonstrates movement and says, "Do this." Student moves tongue side to side.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cues.

   d. Independently on initial cue.

7. Instructor demonstrates movement and says, "Do this." Student opens and closes mouth.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cues.

   d. Independently on initial cue.

Title: Emitting Babbling Sounds

Task Objective: Student will emit babbling sounds.

Prerequisite Skills: None

Materials: Rocking horse, water in sink, water table, sand box, pictures of family, animals, etc.

General Instructions: Instructor takes Student to area he (re. Student) enjoys most and gets involved with Student's play. Instructor makes repetitious sounds which correspond to activities, i. e., "pat, pat, pat" for sand box, "splash, splash, splash" for water play, "rock, rock, rock" for rocking activities. Instructor makes play fun and undemanding, but reinforces immediately any sounds emitted by Student and repeats what Student says.

Activities:

1. Rocks in rocking chair.
2. Plays at sink or water table.
3. Plays at sand box.
4. Looks at pictures of family, pictures, etc.
5. Babbles when changing diapers.

6/77

Title: Giving Approximate/Precise Imitation of Consonant and Vowel Sounds

Task Objective: Presented with vowel and consonant sounds demonstrated by the Instructor, the Student will imitate the vowel and consonant sounds.

Prerequisite Skills: Student has the physical skills to perform task.

Materials: Mirror, tongue depressor.

General Instructions: Student and Instructor work in front of mirror or facing each other. Make sure you have eye contact with Student.

Instructor presents verbal cue: "Say __(sound)__."

Sounds:

ă as in cat
ŏ as in hot
ŭ as in up
ĕ as in bed
ĭ as in it
ō as in boat
ē as in eat
ā as in ate

ū as in use
ī as in ice
o͞o as in food
o͝o as in foot
ow as in cow
oi as in noise
er as in butter

Steps:

a. With physical assistance (if possible).

b. With additional verbal and visual cues.

c. With additional verbal cues.

d. Independently on initial cue.

LANGUAGE SKILLS
EXPRESSIVE LANGUAGE

Title: Imitating Sound Chains

Task Objective: Presented with a sound chain (phoneme) demonstrated by the Instructor, the Student will imitate the sound chain (phoneme).

Prerequisite Skills: Adequate hearing.

Materials: Food, tongue depressor, mirror, any other device necessary.

General Instructions: Student and Instructor may sit facing each other or facing a mirror. Consonants and vowels worked on initially should be those already present in Student's repertoire. Use any combination of sounds (consonant-vowel, vowel-consonant, consonant-vowel-consonant, vowel-consonant-vowel).

Consonants:

b c d f g h j k l m n p r s t v w y z

Vowels:

ă (hăt) ĭ (ĭt) ŭ (ŭp) ĕ (fĕd) ŏ (hŏt) oo (food) ow (cow) oi (boy)

ā (āte) ī (hī) ū (cūte) ē (ēat) ō (cōat) ah (ball) er (were)

Steps:

1. Student will imitate each sound of the chain in isolation. Instructor says, "Say _(sounds)_."
   a. Student imitates sounds in isolation with physical assistance (if possible).

   b. Student imitates sounds in isolation with additional visual and verbal cues.

6/77

c. Student imitates sounds in isolation with additional verbal cue.

d. Student imitates sounds in isolation independently on initial cue.

2. Student will imitate the sounds chained together. Instructor says, "Say, (sound chain) ."

    a. Student imitates sound chain with physical assistance (if possible).

    b. Student imitates sound chain with additional visual and verbal cue.

    c. Student imitates sound chain with additional verbal cue.

    d. Student imitates sound chain independently on initial cue.

LANGUAGE SKILLS
EXPRESSIVE LANGUAGE

Title: Imitating Single Words Paired With Picture or Object Stimulus

Task Objective: Presented with a picture or an object and the verbal cue "Say (word) ." The Student will imitate the word.

Prerequisite Skills: Adequate vision, can imitate sounds.

Materials: Pictures and/or objects.

General Instructions: Pick words that are important for the Student to know. (i. e., Student's name, yes, no, mama, daddy, teacher's name, classmates' name, food words, objects in Student's environment, etc.).

Steps:

1. Instructor holds up picture/object and says word and then says, "Say (isolated sounds) ." Student will imitate the word when the word is separated into isolated sounds. (example: "Cat, say c a t.")

2. Instructor holds up picture/object and says word and then says, "Say (isolated syllables) ." Student will imitate the word when the word is separated into isolated syllables or phonemes. (e.g., "Cat, say ca, t.")

3. Instructor holds up picture/object and says word and then says, "Say w o o o o o r d." Student will imitate word while Instructor is demonstrating word with each sound/syllable exaggerated and spoken slowly. (e.g., "Cat, say c a a a a a t.")

4. Instructor holds up picture/object and says word and then says, "Say ____________." Student will imitate word on initial cue. (e.g., "Cat, say cat.")

6/77

Title: Volunteering One-Word Answer to Question "What is This?"

Task Objective: Shown a picture or an object and asked, "What is this?" the Student will volunteer the correct one-word answer.

Prerequisite Skills: Can imitate sound chains. Can see visual cue.

Materials: Pictures or objects.

General Instructions:

Steps:

1. Instructor holds up picture/object and says, "What is this? _(object)_. Say _(object)_." Student imitates word.
2. Instructor holds up picture/object and says, "What is this? _(object)_." Student imitates word.
3. Instructor holds up picture/object and says, "What is this?" and gives visual cue of mouth positioned to say the word and verbal cue of initial sound of word. Student says word.
4. Instructor holds up picture/object and says, "What is this?" Instructor gives visual cue of mouth positioned to say the word but does not vocalize. Student says word.
5. Instructor holds up picture/object and says, "What is this?" Student says word.

6/77

Title: Volunteering One-Word Answer to Question "What is He Doing?"

Task Objective: Presented with a picture of an activity and asked, "What is he doing?" the Student will volunteer the correct one-word answer.

Prerequisite Skills: Can imitate sound chains and can see visual cues.

Materials: Pictures showing actions.

General Instructions: Question may vary (i.e., "What is he doing?, What is she doing?, What are they doing?, What is the _____ doing?")

Steps:

1. Instructor holds up picture and says, "Look, the (boy) is _____ing," then "What is he doing? _____ing, say _____ing." Student imitates word.
2. Instructor holds up picture and says, "What is he doing? _____ing." Student imitates word.
3. Instructor holds up picture and says, "What is he doing?" and gives visual cue of mouth positioned to say the word and verbal cue of initial sound of word. Student says word.
4. Instructor holds up picture and says, "What is he doing?" Instructor gives visual cue of mouth positioned to say the word but does not vocalize. Student says word.
5. Instructor holds up picture and says, "What is he doing?" Student says word independently on initial cue.

6/77

Title: Imitating/Volunteering Two, Three, Four Word Chains/Simple Sentences

Task Objective: Presented with a picture of an object, and the question "What is this?" the Student will respond with a four word phrase/sentence.

Prerequisite Skills: Can imitate words.

Materials: Pictures or objects.

General Instructions: Use objects/pictures that are meaningful to the Student. A phrase other than "This is a __________," should also be substituted if it is more relevant (i. e., "I see a ________," or "This is my __________," or "I want a __________.")

Note: Program is reverse chained.

Steps:

1. Instructor shows picture and says, "This is a __________. Say __________." Student imitates "__________." (one word)
2. Instructor shows picture and says, "This is a . . . ." Student says "__________." (one word)
3. Instructor shows picture and says, "This is a __________. Say a __________." Student imitates "a __________." (two words)
4. Instructor shows picture and says, "This is . . . ." Student says "a __________." (two words)
5. Instructor shows picture and says, "This is a __________. Say is a __________." Student imitates "is a __________." (three words)
6. Instructor shows picture and says "This . . . ." Student says "is a __________." (three words)

7. Instructor shows picture and says, "What is this? This is a __________. Say this is a __________." Student imitates, "This is a _________." (four words)

8. Instructor shows picture and says, "What is this?" and gives Student the initial visual cue of the /th/ sound. Student says, "This is a __________." (four words)

9. Instructor shows picture and says, "What is this?" Student says, "This is a __________." (four words)

Title: Volunteering Three Syllable or Three Word Chains

Task Objective: Presented with a question, Student responds by verbalizing an appropriate three word chain.

Prerequisite Skills: Adequate hearing, imitates one and two word chains.

Materials: None

General Instructions: For each trial Instructor asks question to which the phrase being taught is the answer. Use functional phrases that are meaningful to the Student (example: Help me please; I am fine; Drink of water; Bathroom please) Work on several phrases each day.

Steps:

1. Instructor asks question and says phrase and holds up three fingers. Instructor says first word and points to first finger. Student says first word (or approximation). Instructor says second word and points to second finger. Student says second word. Instructor says third word and points to third finger. Student says third word.

2. Instructor asks question and says phrase and holds up three fingers. Instructor says initial sound of first word and points. Student says first word. Instructor says initial sound of second word and points. Student says second word. Instructor says initial sound of third word and points. Student says third word.

3. Instructor asks question and says phrase and holds up three fingers. Instructor makes mouth position for initial sound of first word (but does not vocalize) and points to first finger. Student says first word. Instructor makes mouth position for initial sound of second word and points. Student says second word. Instructor makes mouth position for initial sound of third word and points. Student says third word.

4. Instructor asks question and says phrase and holds up three fingers. Instructor points to first finger. Student says first word. Instructor points to second finger. Student says second word. Intructor points to third finger. Student says third word.

5. Instructor asks question and says phrase and holds up three fingers. Student says phrase.

6. Instructor asks question and says phrase. Student says phrase.

7. Instructor asks question. Student says phrase.

Title: Volunteering Simple Sentences Containing Action

Task Objective: Shown a picture of an activity and asked the question, "What is the man doing?" or "What are they doing?" etc., the Student will answer with a sentence containing the correct action word.

Prerequisite Skills: Can imitate two, three, and four words.

Materials: Pictures.

General Instructions: Use pictures of activities the Student is familiar with (eating, running, walking, writing, etc.).

Note: Program is reverse chained.

Steps:

1. Instructor shows picture and says, "The ________ is ________ing. Say ________ing." Student imitates "________ing." (one word)
2. Instructor shows picture and says, "The ________ is . . . ." Student says "________ing." (one word)
3. Instructor shows picture and says, "The ________ is ________ing. Say is ________ing." Student imitates "is ________ing." (two words)
4. Instructor shows picture and says, "The ________ . . . ." Student says "is ________ing." (two words)
5. Instructor shows picture and says, "The ________ is ________ing. Say ________ is ________ing." Student imitates "________ is ________ing." (three words)
6. Instructor shows picture and says, "The . . . ." Student says "________ is ________ing." (three words)

6/77

7. Instructor shows picture and says, "What is the ________ doing? The _________ is _________ing. Say the ________ is _________ing." Student imitates "The ________ is _________ing." (four words)

8. Instructor shows picture and says, "What is the _______ doing?" and gives Student the initial visual cue of the /th/ sound. Student says, "The _________ is ________ing." (four words)

9. Instructor shows picture and says, "What is the _______ doing?" Student says, "The _________ is _________ing." (four words)

LANGUAGE SKILLS
EXPRESSIVE LANGUAGE

Title: Asking for What he Wants Verbally

Task Objective: In familiar surroundings, the Student will verbally ask for what he wants, using one or more words.

Prerequisite Skills: Imitates sound chains, can indicate yes and no.

Materials: None

General Instructions:

Sample items that can be used:

water
cookie
book
toy
bathroom
game
ball
paper
pencil
crayons
help

Steps:

1. Instructor says, "Do you want __________?" Student indicates yes. Instructor says, "Ask me. Say __________." Student imitates, "__________." (If Student indicates no or is unresponsive, switch to some other item.)

2. Instructor says, "Do you want __________?" Student indicates yes. Instructor says, "Ask me," and gives visual cue of mouth positioned to say word and verbal cue of initial sound of word. Student says word(s).

3. Instructor says, "Do you want __________?" Student indicates yes. Instructor says, "Ask me," and gives visual cue of mouth positioned to say word but does not vocalize. Student says word(s).

6/77

4. Instructor says, "Do you want ___________? " Student indicates yes. Instructor says, "Ask me." Student says word(s).

5. In familiar surroundings, Student verbally asks for what he wants.

Title: Relaying Information

Task Objective: Given a verbal message to deliver to another person, the Student will deliver the message, wait for a return verbal message, and deliver the return message to the original adult.

Prerequisite Skills: Student can move to other rooms in the building and return to point of origin.

Materials: None

General Instructions: For each step, Instructor gives Student written or verbal message.

Steps:

1. Student delivers written message to another adult in the same room.
2. Student delivers written message to another adult in another room.
3. Student delivers written message to another adult requiring a return message and waits for a return written message (or object) and delivers it to the Instructor.
4. Student delivers a simple (one/two word) verbal message to another adult in the same room.
5. Student delivers a simple (one/two word) verbal message to another adult in another room.
6. Student delivers a simple verbal message to another adult requiring a return message and waits for a return written message or object and delivers it to the Instructor.

6/77

7. Student delivers a simple verbal message to another adult requiring a return message and waits for a return simple verbal message and delivers it to the Instructor.

8. Student delivers a two part verbal message to another adult.

9. Student delivers a two part verbal message to another adult requiring a return message and delivers the response to the Instructor.

10. Student delivers a three part verbal message to another adult requiring a return message and delivers the response to the Instructor.

Title: Asking Questions

Task Objective: Given the cue "Ask me ________________," (How I am; What I want; What my name is) the Student will ask the appropriate question.

Prerequisite Skills: Imitates word chains, answers questions.

Materials: None

General Instructions:

Suggested questions:

What is your name?
How old are you?
How are you?
What are you doing?
Where are we going?
May I be excused?
What do you want?

Steps:

1. Instructor asks question, Student answers. Instructor says, "You ask me. Say ________________." Student imitates question, Instructor answers.

2. Instructor asks question, Student answers. Instructor says, "You ask me." Student asks question, Instructor answers.

3. Instructor says, "Ask me ____________________." (i. e., "How I am.") "Say ____________________." Student imitates question, Instructor answers.

4. Instructor says, "Ask me ____________________." Student asks, Instructor answers.

Title: Using Correct Articulation

Task Objective: Presented with a picture and asked, "What is this?" the Student will correctly articulate, in words, the sound specified.

Prerequisite Skills: Has physical ability to articulate the sound and can imitate mouth movements.

Materials: Mirror, tongue depressors, picture cards with pictures of words with sound in initial, medial, and final position.

General Instructions: Be sure you can see Student's mouth. Suggested cues for eliciting specific sounds in isolation:

b, m, p, w -- "lips together"
d, l, n, t -- "tongue up"
f, v -- "teeth on lip"
g, k -- "open mouth, tongue down"
s, z, sh, eh, zh -- "teeth together"
qu -- "say k, say w"
y -- "say eee-ahh"

For physical assistance, manipulate, if possible, Student's mouth/tongue/lips into position with your hands or a tongue depressor.

Steps:

1. Instructor says, "Say (sound) ." Student imitates the sound in isolation.

    a. With physical assistance and additional verbal cue.

    b. With additional verbal cue and exaggerated visual cue.

    c. With additional verbal cue.

d. Independently on initial cue.

2. Instructor says, "Say _(word)_." Student imitates words with the sound in the initial position in the word. Present pictures one at a time.

3. Instructor says, "What is this?" Student says words with the sound in the initial position in the word. Present pictures one at a time.

4. Instructor says, "Say ___________." The Student imitates words with the sound in the medial position in the word. Present pictures one at a time.

5. Instructor says, "What is this?" The Student says words with the sound in the medial position in the word. Present pictures one at a time.

6. Instructor says, "Say ___________." The Student imitates words with the sound in the final position in the word. Present pictures one at a time.

7. Instructor says, "What is this?" The Student says words with the sound in the final position in the word. Present pictures one at a time.

8. Instructor says, "What is this?" The Student says words with the initial, medial, and final position in the words. Present pictures one at a time in random order.

LANGUAGE SKILLS
EXPRESSIVE LANGUAGE

Title: Distar Language Program

Task Objective: Presented with instruction from Distar Language Program, Student will complete Distar Language Program.

Prerequisite Skills: Can imitate words.

Materials: Distar Language Program, Books A, B, C, and Storybook. Science Research Associates, Inc; 259 East Erie Street; Chicago, Illinois, 60611.

General Instructions: Refer to Distar Books.

6/77

LANGUAGE SKILLS

Non-Verbal Communication Systems

LANGUAGE SKILLS
NON-VERBAL COMMUNICATION SYSTEMS

Title: Understanding Signed Words

Task Objective: Presented with signed cue and verbal cue ("Show me," "Do this,"), Student will respond by indicating correct object or performing correct action.

Prerequisite Skills: Adequate vision.

Materials: Any objects important to Student and environment, action pictures.

General Instructions:

Phase I	Phase II
Object Words	Action Words
bathroom	running
car	walking
cup	eating
comb	drinking
water	playing
cookie	sleeping

Note: Distractor is any object other than the object prescribed for instruction.

Steps:

1. Instructor presents object with no distractors to Student, and says, "Show me (object)," while signing object word. Student indicates correct object.

    a. With physical assistance.

    b. With additional visual and verbal cues.

6/77

c. With additional verbal cues.

d. Independently on initial cue.

2. Instructor presents object with one distractor and says, "Show me (object) ," while signing object word. Student indicates correct object.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cues.

   d. Independently on initial cue.

3. Instructor presents object with two distractors and says, "Show me (object) ," while signing last word. Student indicates correct object.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cues.

   d. Independently on initial cue.

4. Instructor presents object with three distractors and says, "Show me (object) ," while signing last word. Student indicates correct object.

a. **With physical assistance.**

b. **With additional visual and verbal cues.**

c. **With additional verbal cues.**

d. **Independently on initial cue.**

Title: Signing Prescribed Words

Task Objective: Presented with a question, the Student will sign a one/two word answer.

Prerequisite Skills: Physical ability to perform sign.

Materials: Objects as needed.

General Instructions: Teach the Student words that will have meaning to him and/or that he wants, i.e., food words, yes, no, please, thank you. Sit side by side with Student facing a mirror.

Steps:

1. Instructor asks question (i.e., "Do you want juice?"). Instructor says, "Say __(word)__," and signs word. Student signs word with complete hand-over-hand physical assistance from Instructor.

2. Instructor asks question. Instructor says, "Say _____," and signs word. Instructor physically assists Student to achieve correct hand position and assists Student to initiate sign. Student maintains and/or completes sign independently.

3. Instructor asks question. Instructor says, "Say _____," and signs word. Instructor physically assists Student to achieve correct hand position. Student initiates and maintains and/or completes sign independently.

4. Instructor asks question. Instructor says, "Say _____," and signs word. Instructor points to Student's hand(s). Student achieves correct hand position, initiates sign and maintains and/or completes sign independently.

5. Instructor asks question. Instructor says, "Say _____," and signs word. Student imitates correct sign completely independently.

6. Instructor asks question. Instructor says, "Say ______." Student signs correct word completely independently.

7. Instructor asks question. Student signs correct word completely independently.

Title: Signing Three or Four Word Phrases/Sentences

Task Objective: Presented with a question, Student will answer question by signing a three or four word phrase/sentence.

Prerequisite Skills: Physical ability to perform signs.

Materials: Objects or food items that are reinforcing to the Student.

General Instructions: Teach the Student phrases/sentences that have meaning to him; such as, answering to "How are you?" and "What do you want?"

Note: The program is reverse chained.

Steps:

1. Instructor asks question. Instructor signs and says complete word chain. Instructor physically assists Student to sign all four words.

2. Instructor asks question. Instructor physically assists Student to sign first, second, and third words. Student signs fourth word with verbal and visual cues.

3. Instructor asks question. Instructor physically assists Student to sign first, second, and third words. Student signs fourth word with verbal cue.

4. Instructor asks question. Instructor physically assists Student to sign first, second, and third words. Student signs fourth word independently.

5. Instructor asks question. Instructor physically assists Student to sign first and second words. Student signs third word with verbal and visual cues. Student signs fourth word independently.

6. Instructor asks question. Instructor physically assists Student to sign first and second words. Student signs third word with verbal cues. Student signs fourth word independently.

7. Instructor asks question. Instructor physically assists Student to sign first and second words. Student signs third and fourth words independently in order.

8. Instructor asks question. Instructor physically assists Student to sign first word. Student signs second word with verbal and visual cues. Student signs third and fourth words independently in order.

9. Instructor asks question. Instructor physically assists Student to sign first word. Student signs second word with verbal cues. Student signs third and fourth words independently in order.

10. Instructor asks question. Instructor physically assists Student to sign first word. Student signs second, third, and fourth words independently in order.

11. Instructor asks question. Student signs first word with verbal and visual cues. Student signs second, third, and fourth words independently in order.

12. Instructor asks question. Student signs first word with verbal cue. Student signs second, third, and fourth words independently in order.

13. Instructor asks question. Student signs first, second, third, fourth words independently in order.

6/77

LANGUAGE SKILLS
NON-VERBAL COMMUNICATION SYSTEM

Title: Using Communication Board with Hands/Eyes/Head

Task Objective: Presented with a communication system requiring activation by movement of hands/eyes/head, the Student will activate the communication system to initiate communication.

Prerequisite Skills: Physical skills to activate system.

Materials: Communication system.

General Instructions: Specific to communication system, following are three basic approaches to communication aids (these are not steps).

1. SCANNING
   Any technique (or aid) which presents choices to the operator sequentially and where the user specifies desired outputs by signalling when a desired choice is presented. In some cases the direction of the scan is also controlled by the actions of the user.

2. ENCODING
   Any technique (or aid) in which the desired output is indicated by multiple inputs presented in a pattern which must be memorized or looked up on a chart.

3. DIRECT SELECTION
   Any technique (or aid) in which the desired output is directly indicated by the user. In direct selection aids there is a key or sensor area for each possible output selection.

6/77

Title: Head and Neck Control While on Stomach

Task Objective: Presented with the verbal cue while lying on stomach "head up," the Student will lift his head and keep it up for three consecutive minutes.

Prerequisite Skills: Follows one concept command, adequate muscle tone to develop the skill

Materials: Reinforcing toys, rug or mat, stop watch

General Instructions:

Steps:

1. Instructor places the Student prone on the mat. Presented with the cue "Head up," the Student lifts his head off the mat.
    a. With physical assistance
    b. With additional visual and verbal cues
    c. With additional verbal cue
    d. Independently on initial cue

2. Student will independently hold head up for seconds specified.

    5 seconds
    10 seconds
    15 seconds
    20 seconds
    25 seconds
    30 seconds
    35 seconds
    40 seconds
    45 seconds
    50 seconds
    55 seconds
    60 seconds

3. Student holds head off floor for two minutes out of a five minute period.
    a. With physical assistance
    b. With additional visual and verbal cues
    c. With additional verbal cue
    d. Independently on initial cue

4. Student holds head off floor for three minutes out of a five minute period.
    a. With physical assistance
    b. With additional visual and verbal cues
    c. With additional verbal cue
    d. Independently on initial cue

5. Student holds head off floor for two consecutive minutes.
    a. With physical assistance
    b. With additional visual and verbal cues
    c. With additional verbal cue
    d. Independently on initial cue

6. Student holds head off floor for three consecutive minutes.
    a. With physical assistance
    b. With additional visual and verbal cues
    c. With additional verbal cue
    d. Independently on initial cue

Title: Scooting Backwards

Task Objective: Presented with the verbal cue "push," the Student will independently push himself backwards 12" while in prone position on a scooter board.

Prerequisite Skills: Ability to lift head, adequate muscle tone in arms to develop the skill, ability to open hands

Materials: A smooth surfaced floor, a scooter board.

General Instructions:

Steps:

1. Student lies prone on the scooter board.
    a. With physical assistance
    b. With additional visual and verbal cues
    c. With additional verbal cues
    d. Independently on initial cue
2. Instructor places Student's palms flat on the floor by holding the wrists, applies pressure and gives the cue "push." Instructor pushes the board backward with the student.
3. Instructor places Student's palms flat on the floor, applies pressure and gives cue "push." Instructor releases pressure but keeps hands in position on Student's wrists. Student attempts to push and move the board within five seconds.
4. Instructor places Student's palms flat on the floor, applies pressure and gives cue, "push." Instructor removes hands from Student's wrists. Student attempts to push and move the board within five seconds.

5. Instructor places Student's palms flat on the floor, applies pressure and gives cue "push." Instructor removes hands from Student's wrists. Student moves backward 1"-2".

    a. With physical assistance

    b. With additional visual and verbal cues

    c. With additional verbal cue

    d. Independently on initial cue

6. Instructor places Student's palms flat on the floor, applies pressure and gives cue "push." Instructor removes hands from Student's wrist. Student moves backward 3"-4".

    a. With physical assistance

    b. With additional visual and verbal cues

    c. With additional verbal cue

    d. Independently on initial cue

7. Instructor places Student's palms flat on the floor, applies pressure and gives cue "push." Instructor removes hands from Student's wrists. Student moves backward 5"-7".

    a. With physical assistance

    b. With additional visual and verbal cues

    c. With additional verbal cue

    d. Independently on initial cue

8. Instructor places Student's palms flat on the floor, applies pressure and gives cue "push." Instructor removes hands from Student's wrists. Student moves backward 8"-10".

    a. With physical assistance

    b. With additional visual and verbal cues

c. With additional verbal cue

d. Independently on initial cue

9. Instructor places Student's palms flat on the floor, applies pressure and gives cue "push." Instructor removes hands from Student's wrists. Student moves backward 11"-12".

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cue

   d. Independently on initial cue

MOTOR DEVELOPMENT SKILLS
GROSS MOTOR SKILLS

Title: Standing With Support

Task Objective: Presented with the verbal cue "stand up," the Student will stand with support for a period of five minutes.

Prerequisite Skills: Follows single commands, adequate muscle tone to develop the skill.

Materials: Walker, reinforcing objects, stop watch.

General Instructions:

Steps:

1. Instructor places Student into walker with Student's hands on the front bar and legs straight. Instructor places thumbs under Student's buttocks and fingers in front to support knee cap area. Instructor holds legs in proper position for ten seconds.

    a. Use all four fingers to keep legs straight and apply pressure to knee cap area.

    b. Use three fingers

    c. Use two fingers

    d. Use index finger to support knee cap area; thumb under buttocks

    e. Support with just thumb under the buttocks area

    f. Thumb placed under buttocks; no pressure

2. Instructor places hands behind Student's knees, not touching him but ready to support, if needed. Student stands for the specified time.

    20 seconds
    30 seconds
    40 seconds
    50 seconds
    60 seconds (1 min)
    90 seconds ($1\frac{1}{2}$ min)
    120 seconds (2 min)
    150 seconds ($2\frac{1}{2}$ min)
    180 seconds (3 min)
    210 seconds ($3\frac{1}{2}$ min)
    240 seconds (4 min)
    270 seconds ($4\frac{1}{2}$ min)
    300 seconds (5 min)

MOTOR DEVELOPMENT SKILLS

Gross Motor Skill

MOTOR DEVELOPMENT SKILLS
PHYSICAL THERAPY EXERCISES

Title: Head and Neck Control While on Stomach

Task Objective: Presented with the verbal cue while lying on stomach "head up," the Student will lift his head and keep it up for three consecutive minutes.

Prerequisite Skills: Follows one concept command, adequate muscle tone to develop the skill

Materials: Reinforcing toys, rug or mat, stop watch

General Instructions:

Steps:

1. Instructor places the Student prone on the mat. Presented with the cue "Head up," the Student lifts his head off the mat.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cue

   d. Independently on initial cue

2. Student will independently hold head up for seconds specified.

   5 seconds
   10 seconds
   15 seconds
   20 seconds
   25 seconds
   30 seconds
   35 seconds
   40 seconds
   45 seconds
   50 seconds
   55 seconds
   60 seconds

3. Student holds head off floor for two minutes out of a five minute period.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cue

   d. Independently on initial cue

Head and Neck Control While on Stomach
Page Two

4. Student holds head off floor for three minutes out of a five minute period.
   - a. With physical assistance
   - b. With additional visual and verbal cues
   - c. With additional verbal cue
   - d. Independently on initial cue

5. Student holds head off floor for two consecutive minutes.
   - a. With physical assistance
   - b. With additional visual and verbal cues
   - c. With additional verbal cue
   - d. Independently on initial cue

6. Student holds head off floor for three consecutive minutes.
   - a. With physical assistance
   - b. With additional visual and verbal cues
   - c. With additional verbal cue
   - d. Independently on initial cue

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12/77

MOTOR DEVELOPMENT SKILLS
GROSS MOTOR SKILLS

Title: Scooting Backwards

Task Objective: Presented with the verbal cue "push," the Student will independently push himself backwards 12" while in prone position on a scooter board.

Prerequisite Skills: Ability to lift head, adequate muscle tone in arms to develop the skill, ability to open hands

Materials: A smooth surfaced floor, a scooter board.

General Instructions:

Steps:

1. Student lies prone on the scooter board.
    a. With physical assistance
    b. With additional visual and verbal cues
    c. With additional verbal cues
    d. Independently on initial cue
2. Instructor places Student's palms flat on the floor by holding the wrists, applies pressure and gives the cue "push." Instructor pushes the board backward with the student.
3. Instructor places Student's palms flat on the floor, applies pressure and gives cue "push." Instructor releases pressure but keeps hands in position on Student's wrists. Student attempts to push and move the board within five seconds.
4. Instructor places Student's palms flat on the floor, applies pressure and gives cue, "push." Instructor removes hands from Student's wrists. Student attempts to push and move the board within five seconds.

5. Instructor places Student's palms flat on the floor, applies pressure and gives cue "push." Instructor removes hands from Student's wrists. Student moves backward 1"-2".

    a. With physical assistance

    b. With additional visual and verbal cues

    c. With additional verbal cue

    d. Independently on initial cue

6. Instructor places Student's palms flat on the floor, applies pressure and gives cue "push." Instructor removes hands from Student's wrist. Student moves backward 3"-4".

    a. With physical assistance

    b. With additional visual and verbal cues

    c. With additional verbal cue

    d. Independently on initial cue

7. Instructor places Student's palms flat on the floor, applies pressure and gives cue "push." Instructor removes hands from Student's wrists. Student moves backward 5"-7".

    a. With physical assistance

    b. With additional visual and verbal cues

    c. With additional verbal cue

    d. Independently on initial cue

8. Instructor places Student's palms flat on the floor, applies pressure and gives cue "push." Instructor removes hands from Student's wrists. Student moves backward 8"-10".

    a. With physical assistance

    b. With additional visual and verbal cues

c. With additional verbal cue

d. Independently on initial cue

9. Instructor places Student's palms flat on the floor, applies pressure and give cue "push." Instructor removes hands from Student's wrists. Student move backward 11"-12".

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cue

   d. Independently on initial cue

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12/77

MOTOR DEVELOPMENT SKILLS
GROSS MOTOR SKILLS

Title: Standing With Support

Task Objective: Presented with the verbal cue "stand up," the Student will stand with support for a period of five minutes.

Prerequisite Skills: Follows single commands, adequate muscle tone to develop the skill.

Materials: Walker, reinforcing objects, stop watch.

General Instructions:

Steps:

1. Instructor places Student into walker with Student's hands on the front bar and legs straight. Instructor places thumbs under Student's buttocks and fingers in front to support knee cap area. Instructor holds legs in proper position for ten seconds.

   a. Use all four fingers to keep legs straight and apply pressure to knee cap area.

   b. Use three fingers

   c. Use two fingers

   d. Use index finger to support knee cap area; thumb under buttocks

   e. Support with just thumb under the buttocks area

   f. Thumb placed under buttocks; no pressure

2. Instructor places hands behind Student's knees, not touching him but ready to support, if needed. Student stands for the specified time.

   20 seconds
   30 seconds
   40 seconds
   50 seconds
   60 seconds (1 min)
   90 seconds (1½ min)
   120 seconds (2 min)
   150 seconds (2½ min)
   180 seconds (3 min)
   210 seconds (3½ min)
   240 seconds (4 min)
   270 seconds (4½ min)
   300 seconds (5 min)

BASIC ACADEMIC SKILLS

Pre-academic Basic Concepts

Title: Fitting Smaller Containers Into Larger Containers

Task Objective: Presented with ten containers of graduated size that fit into each other, the Student will fit each container into the next one in random order.

Prerequisite Skills: Can pick up objects with hands.

Materials: Nesting containers with a maximum of ten parts in graduated sizes.

General Instructions:

Note: this program is reverse chained.

Steps:

1. Instructor places largest container on Student's right and next sized container on Student's left and says, "Pick up the smaller (container). Make it fit. Like this: (Instructor models action.) Now you do it." Student imitates action.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

6/77

2. Instructor places largest and next sized containers in left to right order in front of Student and says, "Pick up the smaller (container) and put in the big (container). Make it fit." Student completes task independently, going from left to right.

3. Instructor places the three largest containers in left to right order in graduated size in front of Student and says, "Put the smaller (containers) in the big (containers). Make them fit." The Student makes the final fit independently after fitting the first container into the second container.

    a. With physical assistance.

    b. With additional verbal and visual cues.

    c. With additional verbal cue.

    d. Independently on initial cue.

4. Instructor places the four largest containers in left to right order in graduated size in front of Student and says, "Put the smaller (containers) into the larger (containers). Make them fit." Student makes the final two fittings independently, after fitting the first container into the second container.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cue.

    d. Independently on initial cue.

5. Instructor places the five largest containers in left to right order in graduated size in front of Student and says, "Put the smaller (containers) into the larger (containers). Make them fit." Student makes the final three fittings independently after fitting the first container into the second container.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

6. Instructor places the six largest containers in left to right order in graduated size in front of Student and says, "Put the smaller (containers) into the larger (containers). Make them fit." Student makes the final four fittings independently, after fitting the first container into the second container.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

7. Instructor places the seven largest containers in left to right order in graduated size in front of Student and says, "Put the smaller (containers) into the larger (containers). Make them fit." Student makes the final five fittings independently, after fitting the first container into the second container.

   a. **With physical assistance.**

   b. **With visual and verbal cues.**

   c. **With verbal cue.**

   d. **Independently on initial cue.**

8. **Instructor places the eight largest containers in left to right order in graduated size in front of Student and says, "Put the smaller (containers) into the larger (containers). Make them fit." Student makes the final six fittings independently, after fitting the first container into the second container.**

   a. **With physical assistance.**

   b. **With visual and verbal cues.**

   c. **With verbal cue.**

   d. **Independently on initial cue.**

9. **Instructor places the nine largest containers in left to right order in graduated size in front of Student and says, "Put the smaller (containers) into the larger (containers). Make them fit." Student makes the final seven fittings independently, after fitting the first container into the second container.**

   a. **With physical assistance.**

   b. **With visual and verbal cues.**

   c. **With verbal cue.**

   d. **Independently on initial cue.**

10. Instructor places ten containers in left to right order (smallest at far left) in graduated size in front of Student and says, "Put the smaller (containers) into the larger (containers). Make them fit." Student makes the final eight fittings independently, after fitting the first container into the second container.

    a. With physical assistance.

    b. With visual and verbal cues.

    c. With verbal cue.

    d. Independently on initial cue.

11. Instructor presents 10 containers of graduated size in random order in front of Student and says, "Put the smaller (containers) into the larger (containers). Make them fit." Student puts smaller containers into larger containers in order.

    a. With physical assistance.

    b. With visual and verbal cues.

    c. With verbal cue.

    d. Independently on initial cue.

BASIC ACADEMIC SKILLS
PRE-ACADEMIC BASIC CONCEPTS

Title: Matching Shapes

Task Objective: Presented with a shape (card/block) and the cue, "Find the one that is the same," the Student will indicate the matching shape from a group of four by pointing, looking at, grasping, etc.

Prerequisite Skills: None.

Materials: Shapes or shape cards.

General Instructions:

Note: Distractors are shapes not being taught.

Shapes:
- circle (round)
- square
- triangle
- rectangle
- diamond
- oval

Steps:

1. Instructor presents shape with no distractors in front of the Student. Instructor holds up matching shape and says, "Show me the one that is the same." Student matches the correct shape.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cue.

    d. Independently on initial cue.

6/77

2. Instructor presents shape with one distractor in front of the Student. Instructor holds up matching shape and says, "Show me the one that is the same." Student matches the correct shape.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cue.

    d. Independently on initial cue.

3. Instructor presents shape with two distractors in front of the Student. Instructor holds up matching shape and says, "Show me the one that is the same." Student matches the correct shape.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cue.

    d. Independently on initial cue.

4. Instructor presents shape with three distractors in front of the Student. Instructor holds up matching shape and says, "Show me the one that is the same." Student matches the correct shape.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cue.

    d. Independently on initial cue.

Title: Finding Shapes

Task Objective: Presented with four shapes (cards/blocks) and the verbal cue to indicate a specific shape the Student will indicate the correct shape by pointing, looking at, grasping, etc.

Prerequisite Skills: Can match shapes.

Materials: Shapes or shape cards.

General Instructions:

Note: Distractors are shapes not being taught.

Shapes:
- circle (round)
- square
- triangle
- rectangle
- diamond
- oval

Steps:

1. Instructor presents shape with no distractors in front of the Student. Instructor gives cue, "Show me the (shape)." Student indicates shape.
    a. With physical assistance.
    b. With additional visual and verbal cues.
    c. With additional verbal cue.
    d. Independently on initial cue.
2. Instructor presents shape with one distractor in front of the Student. Instructor gives cue, "Show me the (shape)." Student indicates shape.
    a. With physical assistance.

b. With additional visual and verbal cues.

c. With additional verbal cue.

d. Independently on initial cue.

3. Instructor presents shape with two distractors in front of the Student. Instructor gives cue, "Show me the (shape)." Student indicates shape.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

4. Instructor presents shape with three distractors in front of the Student. Instructor gives cue, "Show me the (shape)." Student indicates shape.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

BASIC ACADEMIC SKILLS
PRE-ACADEMIC BASIC CONCEPTS

Title: Naming Shapes

Task Objective: Presented with a shape (card/block) and the verbal cue "What shape is this?" the Student will correctly name the shape.

Prerequisite Skills: Can verbalize shape words and can find shapes.

Materials: Shapes or shape cards.

General Instructions:

Shapes:
circle (round)
square
triangle
rectangle
diamond
oval

Steps:

1. Instructor presents shape and says, "This is a (shape). What shape is this? Say (shape)." Student imitates "(shape)."
2. Instructor presents shape and says "This is a (shape). What shape is this?" Student imitates "(shape)."
3. Instructor presents shape and says "What shape is this?" and gives visual cue of mouth positioned to say the shape word and verbal cue of initial sound of shape word. Student says "(shape)."
4. Instructor presents shape and says, "What shape is this?" and gives visual cue of mouth positioned to say the shape word but does not vocalize. Student says "(shape)."
5. Instructor presents shape and says, "What shape is this?" Student says "(shape)."

6/77

Title: Matching Colors

Task Objective: Presented with a color (card, object . . .) and the cue "Find the one that is the same" the Student will indicate the matching color from a group of four by pointing, looking at, grasping, etc.

Prerequisite Skills: None.

Materials: Color cards, color blocks and boxes, color balls and boxes.

General Instructions:

Note: Distracters are colors not being taught.

Colors: red, yellow, blue, green, orange, purple, brown, black, white, pink.

Steps:

1. Instructor presents color with no distractors in front of Student. Instructor holds up matching color and says, "Show me the one that is the same." Student matches the correct color.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

6/77

2. Instructor presents color with one distractor in front of the Student. Instructor holds up color and says, "Show me the one that is the same." Student matches the correct color.

    a. With physical assistance.

    b. With visual and verbal cues.

    c. With verbal cue.

    d. Independently on initial cue.

3. Instructor presents color with two distractors in front of the Student. Instructor holds up color and syas, "Show me the one that is the same." Student matches the correct color.

    a. With physical assistance.

    b. With visual and verbal cues.

    c. With verbal cue.

    d. Independently on initial cue.

4. Instructor presents color with three distractors in front of the Student. Instructor holds up color and says, "Show me the one that is the same." Student matches the correct color.

    a. With physical assistance.

    b. With visual and verbal cues.

    c. With verbal cue.

    d. Independently on initial cue.

6/77

Title: Finding Colors

Task Objective: Presented with four colors (cards, objects, etc.) and the verbal cue to indicate a specific color, the Student will indicate the correct color by pointing, looking at, grasping, etc.

Prerequisite Skills: Can match colors.

Materials: Color cards/blocks/toys

General Instructions:

Note: Distractors are colors not being taught.

Colors: red, yellow, blue, green, orange, purple, brown, black, white, pink.

Steps:

1. Instructor presents color with no distractors in front of the Student. Instructor gives cue, "Show me (color)." Student indicates color.
    a. With physical assistance.
    b. With visual and verbal cues.
    c. With verbal cue.
    d. Independently on initial cue.
2. Instructor presents color with one distractor in front of the Student. Instructor gives cue, "Show me (color)." Student indicates color.

a. With physical assistance.

b. With additional visual and verbal cues.

c. With additional verbal cue.

d. Independently on initial cue.

3. Instructor presents color with two distractors in front of the Student. Instructor gives cue, "Show me (color)." Student indicates color.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

4. Instructor presents color with three distractors in front of the Student. Instructor gives cue, "Show me (color)." Student indicates color.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

BASIC ACADEMIC SKILLS
PRE-ACADEMIC BASIC CONCEPTS

Title: Naming Colors

Task Objective: Presented with a color (card, object, etc.) and the verbal cue "What color is this?" the Student will name the correct color.

Prerequisite Skills: Can verbalize color words and can find colors.

Materials: Color cards/blocks/objects, etc.

General Instructions:

Colors: red, yellow, blue, green, orange, purple, brown, black, white, pink.

Steps:

1. Instructor presents color and says, "This is (color). What color is this? Say (color)." Student imitates "(color)."
2. Instructor presents color and says, "This is (color). What color is this?" Student imitates "(color)."
3. Instructor presents color and says, "What color is this?" and gives visual cue of mouth positioned to say the color word and verbal cue of initial sound of color word. Student says "(color)."
4. Instructor presents color and says, "What color is this? and gives visual cue of mouth positioned to say the color word, but does not vocalize. Student says "(color)."
5. Instructor presents color and says, "What color is this?" Student says "(color)."

6/77

BASIC ACADEMIC SKILLS

Reading

Title: Matching Printed Name(s)

Task Objective: Presented with a card containing his name and the cue "Find the one that is the same," the Student will indicate the matching name card from a group of four by pointing, looking at, grasping, etc.

Prerequisite Skills: Matches shapes.

Materials: Name cards and distractor name cards.

General Instructions:

Note: Distractors are name cards that are not being taught or not the Student's name(s).

Name cards: first name
last name
middle name

Steps:

1. Instructor presents name card with no distractors in front of the Student. Instructor holds up matching name card and says, "Show me the one that is the same." Student matches the name card.
   a. With physical assistance.
   b. With additional visual and verbal cues.
   c. With additional verbal cue.
   d. Independently on initial cue.

2. Instructor presents name card with one distractor in front of the Student. Instructor holds up matching name card and says, "Show me the one that is the same." Student matches the name card.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

3. Instructor presents name card with two distractors in front of the Student. Instructor holds up matching name card and says, "Show me the one that is the same." Student matches the name card.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

4. Instructor presents name card with three distractors in front of the Student. Instructor holds up matching name card and says, "Show me the one that is the same." Student matches the name card.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

Title: Finding Printed Name(s)

Task Objective: Presented with four name cards, and the verbal cue to indicate his own name, the Student will indicate the correct name card by pointing, looking at, grasping, etc.

Prerequisite Skills: Can match name(s).

Materials: Name cards and distractor name cards.

General Instructions:

Note: Distractors are name cards that are not being taught or are not the Student's name.

Name cards: first name
last name
middle name

Steps:

1. Instructor presents name card with no distractors in front of the Student. Instructor gives cue "Show me (name) ." Student indicates name.
   - a. With physical assistance.
   - b. With additional visual and verbal cues.
   - c. With additional verbal cue.
   - d. Independently on initial cue.

2. Instructor presents name card with one distractor in front of the Student. Instructor gives cue "Show me (name) ." Student indicates name.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cue.

    d. Independently on initial cue.

3. Instructor presents name card with two distractors in front of the Student. Instructor gives cue "Show me (name) ." Student indicates name.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cue.

    d. Independently on initial cue.

4. Instructor presents name card with three distractors in front of the Student. Instructor gives cue "Show me (name) ." Student indicates name.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cue.

    d. Independently on initial cue.

Title: Reading Printed Name

Task Objective: Presented with a card containing his own name and the verbal cue "What does this say?" the Student will read the card and say his name.

Prerequisite Skills: Can find name(s).

Materials: Name cards.

General Instructions:

Name cards: first name
last name
middle name

Steps:

1. Instructor presents name card and says, "This says (name) ." What does this say? Say (name) ." Student imitates " (name) ."

2. Instructor presents name card and says, "This says (name) . What does this say?" Student imitates " (name) ."

3. Instructor presents name card and says, "What does this say?" and gives visual cue of mouth positioned to say the name and verbal cue of initial sound of name. Student says " (name) ."

4. Instructor presents name card and says, "What does this say?" and gives visual cue of mouth positioned to say the name, but does not vocalize. Student says " (name) ."

5. Instructor presents name card and says "What does this say?" Student says " (name) ."

Title: Matching Letters in Name

Task Objective: Presented with a letter found in his name and the cue "Find the one that is the same," the Student will indicate the matching letter from a group of four letters by pointing, looking at, grasping, etc.

Prerequisite Skills: Matches name.

Materials: Letters printed on cards.

General Instructions:

Note: Distractors are letters not being taught.

Steps:

1. Instructor presents letter with no distractors in front of the Student. Instructor holds up matching letter and says, "Show me the one that is the same." Student matches the correct letter.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cue.

    d. Independently on initial cue.

2. Instructor presents letter with one distractor in front of the Student. Instructor holds up matching letter and says, "Show me the one that is the same." Student matches the correct letter.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cue.

    d. Independently on initial cue.

3. Instructor presents letter with two distractors in front of Student. Instructor holds up matching letter and says, "Show me the one that is the same." Student matches the correct letter.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cue.

    d. Independently on initial cue.

4. Instructor presents letter with three distractors in front of the Student. Instructor holds up matching letter and says, "Show me the one that is the same." Student matches the correct letter.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cue.

    d. Independently on initial cue.

BASIC ACADEMIC SKILLS
READING

Title: Finding Letters in Name

Task Objective: Presented with the verbal cue to identify a specific letter found in his name, the Student will indicate the correct letter from a group of four letters by pointing, looking at, grasping, etc.

Prerequisite Skills: Can match letters.

Materials: Letters printed on cards.

General Instructions:

Note: Distractors are letters not being taught.

Steps:

1. Instructor presents letter with no distractors in front of the Student. Instructor gives cue "Show me the (letter) ." Student indicates letter.
    - a. With physical assistance.
    - b. With additional visual and verbal cues.
    - c. With additional verbal cues.
    - d. Independently on initial cue.
2. Instructor presents letter with one distractor in front of the Student. Instructor gives cue "Show me the (letter) ." Student indicates letter.

a. With physical assistance.

b. With additional visual and verbal cues.

c. With additional verbal cue.

d. Independently on initial cue.

3. Instructor presents letter with two distractors in front of the Student. Instructor gives cue "Show me the (letter) ." Student indicates letter.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

4. Instructor presents letter with three distractors in front of the Student. Instructor gives cue "Show me the (letter) ." Student indicates letter.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

Title: Naming Letters in Name

Task Objective: Presented with a letter found in his name and the verbal cue "What letter is this?" the Student will correctly name the letter.

Prerequisite Skills: Can verbalize letters and can find letters.

Materials: Letters printed on cards.

General Instructions:

Steps:

1. Instructor presents letter and says, "This is (letter). What letter is this? Say ___." Student imitates "(letter)."
2. Instructor presents letter and says, "This is ____. What letter is this?" Student imitates "(letter)."
3. Instructor presents letter and says, "What letter is this?" and gives visual cue of mouth positioned to say the letter and verbal cue of initial sound of letter. Student says "(letter)."
4. Instructor presents letter and says, "What letter is this?" and gives visual cue of mouth positioned to say the letter but does not vocalize. Student says "(letter)."
5. Instructor presents letter and says, "What letter is this?" Student says "(letter)."

6/77

Title: Matching Letters of the Alphabet

Task Objective: Presented with a letter of the alphabet and the cue "Show me the one that is the same," the Student will indicate the matching letter from a group of four by pointing, looking at, grasping, etc.

Prerequisite Skills: Matches shapes.

Materials: Cards with upper case letters or lower case letters or cards with both upper and lower case together.

General Instructions:

Note: Distractors are letters not being taught.

Note: Program is for matching identical letters; upper case to upper case, lower case to lower case.

Steps:

1. Instructor presents letter card with no distractors in front of the Student. Instructor holds up matching letter card and says, "Show me the one that is the same." Student matches the letter card.
    a. With physical assistance.
    b. With additional visual and verbal cues.
    c. With additional verbal cue.
    d. Independently on initial cue.

6/77

2. Instructor presents letter card with one distractor in front of the Student. Instructor holds up matching letter card and says, "Show me the one that is the same." Student matches the letter card.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cue.

    d. Independently on initial cue.

3. Instructor presents letter card with two distractors in front of the Student. Instructor holds up matching letter card and says, "Show me the one that is the same." Student matches the letter card.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cue.

    d. Independently on initial cue.

4. Instructor presents letter card with three distractors in front of the Student. Instructor holds up matching letter card and says, "Show me the one that is the same." Student matches the letter card.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cue.

    d. Independently on initial cue.

Title: Finding Letters of the Alphabet

Task Objective: Presented with four letters and the verbal cue to indicate a specific letter, the Student will indicate the correct letter by pointing, looking at, grasping, etc.

Prerequisite Skills: Can match letters.

Materials: Cards with upper case letters or lower case letters or cards with both upper and lower case together.

General Instructions:

Note: Distractors are letters not being taught.

Steps:

1. Instructor presents letter with no distractors in front of the Student. Instructor gives cue "Show me (letter) ." Student indicates letter.
    a. With physical assistance.
    b. With additional visual and verbal cues.
    c. With additional verbal cue.
    d. Independently on initial cue.

2. Instructor presents letter with one distractor in front of the Student. Instructor gives cue "Show me (letter) ." Student indicates letter.

a. With physical assistance.

b. With additional visual and verbal cues.

c. With additional verbal cue.

d. Independently on initial cue.

3. Instructor presents letter with two distractors in front of the Student. Instructor gives cue "Show me (letter) ." Student indicates letter.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

4. Instructor presents letter with three distractors in front of the Student. Instructor gives cue "Show me (letter) ." Student indicates letter.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

BASIC ACADEMIC SKILLS
READING

Title: Naming Letters of the Alphabet

Task Objective: Presented with a letter and the verbal cue "What letter is this?" the Student will correctly name the letter.

Prerequisite Skills: Can verbalize letters and can find letters.

Materials: Cards with upper case letters or lower case letters or cards with both upper and lower case together.

General Instructions:

Note: Distractors are letters not being taught.

Steps:

1. Instructor presents letter and says, "This is ____. What letter is this? Say (letter) ." Student imitates " (letter) ."
2. Instructor presents letter and says, "This is (letter) . What letter is this?" Student imitates " (letter) ."
3. Instructor presents letter and says "What letter is this?" and gives visual cue of mouth positioned to say the letter and verbal cue of initial sound of letter. Student says " (letter) ."
4. Instructor presents letter and says, "What letter is this?" and gives visual cue of mouth positioned to say the letter but does not vocalize. Student says " (letter) ."
5. Instructor presents letter and says, "What letter is this?" Student says " (letter) ."

6/77

BASIC ACADEMIC SKILLS
READING

Title: Matching Upper Case to Lower Case Letters

Task Objective: Presented with an upper case letter of the alphabet and the cue "This a big (letter) , show me the little (letter) ," the Student will indicate the matching lower case letter from a group of four by pointing, looking at, grasping, etc.

Prerequisite Skills: Matches letters.

Materials: Upper case letter cards and lower case letter cards.

General Instructions:

Note: Distractors are letters not being taught.

Steps:

1. Instructor presents lower case letter card with no distractors in front of the Student. Instructor holds up matching upper case letter card and says, "This is a big (letter) . Show me the little (letter) ." Student matches the letter.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cue.

    d. Independently on initial cue.

6/77

2. Instructor presents lower case letter card with one distractor in front of the Student. Instructor holds up matching upper case letter card and says, "This is a big (letter) . Show me the little (letter) ." Student matches the letter.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

3. Instructor presents lower case letter card with two distractors in front of the Student. Instructor holds up matching upper case letter card and says, "This is a big (letter) . Show me the little (letter) ." Student matches the letter.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

4. Instructor presents lower case letter card with three distractors in front of the Student. Instructor holds up matching upper case letter card and says, "This is a big (letter) . Show me the little (letter) ." Student matches the letter.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

Title: Finding Sounds

Task Objective: Presented with four sound cards and the verbal cue to indicate a specific sound, the Student will indicate the correct sound by pointing, looking at, grasping, etc.

Prerequisite Skills: Can find shapes.

Materials: Sound cards.

General Instructions:

Note: Distractors are sounds not being taught.

Note: Sounds are not the name of the letter. Sounds are what the letter says (i.e., the letter is m (em), the sound is mmmmm).

Steps:

1. Instructor presents sound card with no distractors in front of the Student. Instructor gives cue "Show me (sound) ." Student indicates sound card.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cue.

    d. Independently on initial cue.

6/77

2. Instructor presents sound card with one distractor in front of the Student. Instructor gives cue "Show me (sound) ." Student indicates sound card.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cue.

    d. Independently on initial cue.

3. Instructor presents sound card with two distractors in front of the Student. Instructor gives cue "Show me (sound) ." Student indicates sound card.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cue.

    d. Independently on initial cue.

4. Instructor presents sound card with three distractors in front of the Student. Instructor gives cue "Show me (sound) ." Student indicates sound card.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cue.

    d. Independently on initial cue.

Title: Reading Sounds

Task Objective: Presented with a sound card and the verbal cue "What sound is this?" the Student will verbalize the correct sound.

Prerequisite Skills: Can imitate sounds and can match shapes.

Materials: Sound cards.

General Instructions:

Note: Sounds are not the name of the letter. Sounds are what the letter says (i. e., the letter is m (em), the sound is mmmmm)

Steps:

1. Instructor presents sound card and says, "This says (sound) . What sound is this? Say (sound) ." Student imitates " (sound) ."
2. Instructor presents sound card and says, "This says (sound) . What sound is this?" Student imitates " (sound) ."
3. Instructor presents sound card and says, "What sound is this?" and gives visual cue of mouth positioned to say the sound. Student says " (sound) ."
4. Instructor presents sound card and says, "What sound is this?" Student says " (sound) ."

6/77

Title: Reading Functional/Environmental Words and Phrases

Task Objective: Presented with a functional/environmental word or phrase and a verbal cue, "What does this say?" Student will read the word or phrase.

Prerequisite Skills: Can visually discriminate words. Can verbalize words.

Materials: Words and phrases printed on cards.

General Instructions: Words and phrases are listed in random order, not necessarily in teaching order.

Note: Distractors are words not being taught.

Steps:

1. Instructor presents word or phrase and says, "This says _____. Say ______." Student imitates word or phrase. Instructor and Student discuss meaning of word or phrase, where it is found in the environment, etc.

2. Instructor presents word or phrase with one distractor and says, "Show me _____." Student indicates the correct word or phrase.

3. Instructor presents word or phrase with two distractors and and says, "Show me _____." Student indicates the correct word or phrase.

4. Instructor presents word or phrase with three distractors and says, "Show me _____." Student indicates the correct word or phrase.

5. Instructor presents word or phrase and says, "What does this say?" Student correctly verbalizes the word or phrase.

6. Instructor presents words previously learned one at a time and says, "What does this say?" Student correctly verbalizes the word or phrase.

Functional/Environmental Words:

BOYS
GIRLS
HOT
COLD
GO
STOP
IN
OUT
WOMEN
MEN
POISON
UP
DOWN
EXIT
ENTRANCE
PUSH
PULL
DANGER
OPEN
CLOSED
WALK
WAIT
ON
OFF
WASH
LADIES
GENTLEMEN
STAIRS
PRIVATE
TELEPHONE
TOILET
RESTROOMS
CASHIER
QUIET
OFFICE
INFORMATION
TICKETS
ELEVATOR
MANAGER
POLICE
RESERVED
FRAGILE
HOSPITAL

Functional/Environmental Phrases:

BEWARE OF DOG
DANGER CARS
DANGER POISON
HARMFUL IF SWALLOWED
USE OTHER DOOR
USE OTHER EXIT
THIS WAY
CAUTION FLAMMABLE
MOVE TO REAR
USE CROSSWALK
PAY HERE
DO NOT DISTURB
ONE WAY
WATCH YOUR STEP
STEP UP
STEP DOWN
DON'T WALK
DEPOSIT MONEY
NO ADMITTANCE
KEEP OUT
NO TRESPASSING
FRAGILE HANDLE WITH CARE
DO NOT ENTER
NO SMOKING
FIRE EXTINGUISHER
FIRE ESCAPE
FIRE DEPARTMENT
POST OFFICE
DO NOT HANDLE
DO NOT TOUCH
WET PAINT
NO FOOD OR DRINK
EMERGENCY EXIT
OUT OF ORDER
THIS WAY OUT
FIRST AID
LOST AND FOUND
PRIVATE PROPERTY
NO PARKING
EMPLOYEES ONLY
NO MINORS
NO DRINKING
NO DRINKS ALLOWED
FOR RENT
FOR SALE
APARTMENT FOR RENT
AUTHORIZED PERSONNEL ONLY
BUS STOP
KEEP OFF THE GRASS
NO LOITERING
CORRECT CHANGE ONLY
HELP WANTED
PEDESTRIANS PROHIBITED
NO BARE FEET
SHOES MUST BE WORN
PART TIME HELP WANTED

VOTE HERE
WAIT HERE
SECTION CLOSED
PLEASE PAY WHEN ORDERING
ORDER HERE
PICK UP HERE
PICK UP FOOD HERE
TAKE A NUMBER
PLEASE USE OTHER DOOR
NO REFUNDS
NO PERSONAL CHECKS
SELF SERVICE
SHOES AND SHIRTS REQUIRED
OUT TO LUNCH
NO PETS ALLOWED
NO DOGS ALLOWED

Title: Identifying International Signs and Symbols

Task Objective: Presented with an international sign or symbol and a verbal cue "What does this tell you?" the Student will correctly identify the sign's function.

Prerequisite Skills: Can match shapes and can imitate three-four word chains.

Materials: DLM Kit-International Signs or Instructor-made materials.

General Instructions: The signs are listed in a suggested teaching sequence.

Note: Distractors are signs not being taught.

Steps:

1. Instructor presents sign and says, "This sign tells you that _______. What does this sign tell you?" Student repeats sign's function. Instructor and Student discuss meaning of sign.
2. Instructor presents sign with one distractor and says "Show me the one that tells you _______." Student indicates correct sign.
3. Instructor presents sign with two distractors and says, "Show me the one that tells you _______." Student indicates the correct sign.
4. Instructor presents sign with three distractors and says, "Show me the one that tells you _______." Student indicates the correct sign.
5. Instructor presents sign and says, "What does this tell you?" Student correctly verbalizes the sign's function.
6. Instructor presents signs previously learned one at a time and says, "What does this sign tell you?" Student correctly verbalizes the sign's function.

International Signs and Symbols:

men's restroom	This means there is a man's restroom.
women's restroom	This means there is a woman's restroom.
telephone	This means there is a telephone nearby.
restaurant	This means there is a restaurant nearby.
hospital	This means there is a hospital.
bus stop	This means there is a bus stop.
bike trail	This means there is a bike trail and you can ride your bike.
not a bike trail	This means there is not a bike trail and you cannot ride your bike.
information	This means there is a place to ask for information.
no entrance	This means you cannot go in.
train	This means there is a train.
no smoking	This means there is no smoking.

Title: Matching Printed Words to Pictures

Task Objective: Presented with a picture and the verbal cue "This is a picture of a ________, find the word ________," the Student will indicate the word from a group of four words by pointing, looking at, grasping, etc.

Prerequisite Skills: Identifies objects.

Materials: Picture cards and word cards.

General Instructions:

Note: Distractors are words not being taught.

Steps:

1. Instructor presents word card and no distractors in front of Student. Instructor holds up matching picture card and gives cue "This is a picture of a ________. Find the word ________." Student indicates the word.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cue.

    d. Independently on initial cue.

6/77

2. Instructor presents word card and one distractor in front of Student. Instructor holds up picture card and gives cue "This is a picture of a ________. Find the word ________." Student indicates the word.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

3. Instructor presents word card with two distractors in front of the Student. Instructor holds up picture card and gives cue "This is a picture of a ________. Find the word ________." Student indicates the word.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

4. Instructor presents word card with three distractors in front of the Student. Instructor holds up picture card and gives cue "This is a picture of a ________. Find the word ________." Student indicates the word.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

Title: Matching Printed Color Words to Color

Task Objective: Presented with a color card or object and the verbal cue "This is the color ________, find the word ________" the Student will indicate the color word from a group of four words by pointing, looking at, grasping etc.

Prerequisite Skills: Finds colors.

Materials: Color cards or objects and color word cards.

General Instructions:

Note: Distractors are color words not being taught.

red
orange
yellow
green
blue
purple
pink
white
brown
black

Steps:

1. Instructor presents color word card and no distractors in front of the Student. Instructor holds up matching color card or object and gives cue "This is the color ________, find the word ________." Student indicates color word.
    a. With physical assistance.
    b. With additional visual and verbal cues.
    c. With additional verbal cue.
    d. Independently on initial cue.

6/77

2. Instructor presents color word card and one distractor in front of the Student. Instructor holds up color card or object and gives cue "This is the color ________, find the word ________." Student indicates color word.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cue.

    d. Independently on initial cue.

3. Instructor presents color word card and two distractors in front of the Student. Instructor holds up color card or object and gives cue "This is the color ________, find the word ________." Student indicates color word.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cue.

    d. Independently on initial cue.

4. Instructor presents color word card and three distractors in front of the Student. Instructor holds up color card or object and gives cue "This is the color ________, find the word ________." Student indicates color word.

    a. With physical assistance.

    b. With additional visual and verbal cues.

c. With additional verbal cue.

d. Independently on initial cue.

Title: Matching Printed Number Words to Numeral

Task Objective: Presented with a numeral printed on a card and the verbal cue "This is the number (#) . Find the word (#) ," the Student will indicate the number word from a group of four words by pointing, looking at, grasping etc.

Prerequisite Skills: Finds numbers.

Materials: Numeral cards, and number word cards.

General Instructions:

Note: Distractors are number words not being taught.

1	one	6	six
2	two	7	seven
3	three	8	eight
4	four	9	nine
5	five	10	ten

Steps:

1. Instructor presents number word card with no distractors in front of the Student. Instructor holds up matching numeral card and gives cue "This is the number (#) . Find the word (#) ." Student indicates number word.

    a. With physical assistance.

    b. With additional visual and verbal cues.

    c. With additional verbal cue.

    d. Independently on initial cue.

2. Instructor presents number word card with one distractor in front of the Student. Instructor holds up matching numeral card and gives cue "This is the number __(#)__. Find the word __(#)__." Student indicates number word.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

3. Instructor presents number word card with two distractors in front of the Student. Instructor holds up matching numeral card and gives cue "This is the number __(#)__. Find the word __(#)__." Student indicates the number word.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

4. Instructor presents number word card with three distractors in front of the Student. Instructor gives cue "This is the number __(#)__. Find the word __(#)__." Student indicates the number word.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

BASIC ACADEMIC SKILLS

Numbers

BASIC ACADEMIC SKILLS
NUMBERS

Title: Counting to 10 by Rote

Task Objective: Presented with a verbal cue "Count to 10," the Student will verbalize numbers 1 to 10 in order.

Prerequisite Skills: Student has verbal approximations for numbers 1 to 10.

Materials: None

General Instructions:

Note: This program is reverse chained.

Steps:

1. a. Instructor and Student count 1-5.

   b. Instructor and Student count 1-4, Instructor says "F," Student counts 5.

   c. Instructor and Student count 1-4, Student counts 5.

2. a. Instructor and Student count 1-3, Instructor says "F," Student counts 4-5.

   b. Instructor and Student count 1-3, Student counts 4-5.

3. a. Instructor and Student count 1-2, Instructor says "Th," Student counts 3-5.

   b. Instructor and Student count 1-2, Student counts 3-5.

4. a. Instructor and Student count 1, Instructor says "T," Student counts 2-5.

   b. Instructor and Student count 1, Student counts 2-5.

5. a. Instructor says "W," Student counts 1-5.

   b. Student counts 1-5.

6. a. Student counts 1-5, Instructor and Student count 6-10.

   b. Student counts 1-5, Instructor and Student count 6-9, Instructor says "T," Student counts 10.

   c. Student counts 1-5, Instructor and Student count 6-9, Student counts 10.

7. a. Student counts 1-5, Instructor and Student count 6-8, Instructor says "N," student counts 9-10.

   b. Student counts 1-5, Instructor and Student count 6-8, Student counts 9-10.

8. a. Student counts 1-5, Instructor and Student count 6-7, Instructor says "A," Student counts 8-10.

   b. Student counts 1-5, Instructor and Student count 6-7, Student counts 8-10.

9. a. Student counts 1-5, Instructor and Student count 6, Instructor says "S," student counts 7-10.

   b. Student counts 1-5, Instructor and Student count 6, Student counts 7-10.

10. a. Student counts 1-5, Instructor says "S," Student counts 6-10.

    b. Student counts 1-10.

Title: Counting to 20 by Rote

Task Objective: Presented with a verbal cue "Count to 20," the Student will verbalize numbers 1 to 20 in order.

Prerequisite Skills: Student counts 1-10 and has verbal approximations for numbers 11 to 20.

Materials: None

General Instructions:

Note: This program is reverse chained.

Steps:

1. a. Student counts 1-10, Instructor and Student count 11-15.

   b. Student counts 1-10, Instructor and Student count 11-14, Instructor says "F," Student counts 15.

   c. Student counts 1-10, Instructor and Student count 11-14, Student counts 15.

2. a. Student counts 1-10, Instructor and Student count 11-13, Instructor says "F," Student counts 14-15.

   b. Student counts 1-10, Instructor and Student count 11-13. Student counts 14-15.

3. a. Student counts 1-10, Instructor and Student count 11-12, Instructor says "th," Student counts 13-15.

b. Student counts 1-10, Instructor and Student count 11-12, Student counts 13-15.

4. a. Student counts 1-10, Instructor and Student count 11, Instructor says "tw," Student counts 12-15.

   b. Student counts 1-10, Instructor and Student count 11, Student counts 12-15.

5. a. Student counts 1-10, Instructor says "e," student counts 11-15.

   b. Student counts 1-15.

6. a. Student counts 1-15, Instructor and Student count 16-20.

   b. Student counts 1-15, Instructor and Student count 16-19, Instructor says "tw," student counts 20.

   c. Student counts 1-15, Instructor and Student count 16-19, Student counts 20.

7. a. Student counts 1-15, Instructor and Student count 16-18, Instructor says "n," Student counts 19-20.

   b. Student counts 1-15, Instructor and Student count 16-18, Student counts 19-20.

8. a. Student counts 1-15, Instructor and Student count 16-17, Instructor says "eigh," Student counts 18-20.

   b. Student counts 1-15, Instructor and Student count 16-17, Student counts 18-20.

9. a. Student counts 1-15, Instructor and Student count 16, Instructor says "s," Student counts 17-20.

b. Student counts 1-15, Instructor and Student count 16, Student counts 17-20.

10. a. Student counts 1-15, Instructor says "s," Student counts 16-20.

b. Student counts 1-20.

Title: Matching Numerals 1-10

Task Objective: Presented with a numeral printed on a card and the cue "Find the one that is the same," the student will indicate the matching numeral from a group of four numerals by pointing, looking at, grasping, etc.

Prerequisite Skills: Can match shapes.

Materials: Two sets of numerals

General Instructions:

Note: Distractors are numerals not being taught.

Steps:

1. Instructor presents numeral and no distractors in front of the Student. Instructor holds up matching numeral and gives cue, "Find the one that is the same," Student indicates numeral.

    a. With physical assistance

    b. With additional visual and verbal cues

    c. With additional verbal cues

    d. Independently on initial cue

2. Instructor presents numeral and one distractor in front of the Student. Instructor holds up numeral and gives cue, "Find the one that is the same," Student indicates numeral.

  a. With physical assistance

  b. With additional visual and verbal cues

  c. With additional verbal cues

  d. Independently on initial cue

3. Instructor presents numeral and two distractors in front of the Student. Instructor holds up numeral and gives cue, "Find the one that is the same," Student indicates numeral.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

4. Instructor presents numeral and three distractors in front of the Student. Instructor holds up numeral and gives cue, "Find the one that is the same," Student indicates numeral.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

Title: Finding Numerals 1-20

Task Objective: Presented with four numerals and the cue, "Show me ____," the Student will identify the correct numeral.

Prerequisite Skills: Identifies pictures by pointing, looking at, grasping, etc.

Materials: Numerals printed on cards

General Instructions: Instructor presents numeral(s) and says, "Show me ___." Student indicates correct numeral.

Note: Distractors are numerals not being taught.

Steps:

1. Numeral 1
    - a. With no distractors.
    - b. With one distractor.
    - c. With two distractors.
    - d. With three distractors.
2. Numeral 2
    - a. With no distractors.

b. With one distractor.

c. With two distractors.

d. With three distractors.

e. Student finds numerals 1 and 2 in random order with two other numerals as distractors.

3. Numeral 3

a. With no distractors.

b. With one distractor.

c. With two distractors.

d. With three distractors

e. Student finds numerals 1, 2, 3 in random order with one other distractor.

4. Numeral 4

a. With no distractors.

b. With one distractor.

c. With two distractors.

d. With three distractors.

e. Student finds numerals 1, 2, 3, 4 in random order.

5. Numeral 5
   - a. With no distractors.
   - b. With one distractor.
   - c. With two distractors.
   - d. With three distractors.
   - e. Student finds numerals 1-5 in random order.

6. Numeral 6
   - a. With no distractors.
   - b. With one distractor.
   - c. With two distractors.
   - d. With three distractors.
   - e. Student finds numerals 1-6 in random order.

7. Numeral 7
   - a. With no distractors.
   - b. With one distractor.
   - c. With two distractors.
   - d. With three distractors.

e. Student finds numerals 1-7 in random order.

8. Numeral 8

   a. With no distractors.

   b. With one distractor.

   c. With two distractors.

   d. With three distractors.

   e. Student finds numerals 1-8 in random order.

9. Numeral 9

   a. With no distractors.

   b. With one distractor.

   c. With two distractors.

   d. With three distractors.

   e. Student finds numerals 1-9 in random order.

10. Numeral 10

   a. With no distractors.

   b. With one distractor.

c. With two distractors.

d. With three distractors.

e. Student finds numerals 1-10 in random order.

11. Numeral 11

a. With no distractors.

b. With one distractor.

c. With two distractors.

d. With three distractors.

e. Student finds numerals 1-11 in random order.

12. Numeral 12

a. With no distractors.

b. With one distractor.

c. With two distractors.

d. With three distractors.

e. Student finds numerals 1-12 in random order.

13. Numeral 13
    - a. With no distractors.
    - b. With one distractor.
    - c. With two distractors.
    - d. With three distractors.
    - e. Student finds numerals 1-13 in random order.

14. Numeral 14
    - a. With no distractors.
    - b. With one distractor.
    - c. With two distractors.
    - d. With three distractors.
    - e. Student finds numerals 1-14 in random order.

15. Numeral 15
    - a. With no distractors.
    - b. With one distractor.
    - c. With two distractors.
    - d. With three distractors.

e. Student finds numerals 1-15 in random order.

16. Numeral 16

    a. With no distractors.

    b. With one distractor.

    c. With two distractors.

    d. With three distractors.

    e. Student finds numerals 1-16 in random order.

17. Numeral 17

    a. With no distractors.

    b. With one distractor.

    c. With two distractors.

    d. With three distractors.

    e. Student finds numerals 1-17 in random order.

18. Numeral 18

    a. With no distractors.

    b. With one distractor.

    c. With two distractors.

d. With three distractors.

e. Student finds numerals 1-18 in random order.

19. Numeral 19

    a. With no distractors.

    b. With one distractor.

    c. With two distractors.

    d. With three distractors.

    e. Student finds numerals 1-19 in random order.

20. Numeral 20

    a. With no distractors.

    b. With one distractor.

    c. With two distractors.

    d. With three distractors.

    e. Student finds numerals 1-20 in random order.

Title: Naming Numerals 1-10

Task Objective: Presented with a numeral 1-10 and a verbal cue "What is this?" the Student will name the numeral.

Prerequisite Skills: Can verbalize numbers.

Materials: Numerals printed on cards.

General Instructions: For each step, the Instructor presents the numerals printed on cards one at a time.

Steps:

1. Numeral 1

    a. Instructor says, "What is this? Say one." Student imitates "one."

    b. Instructor says, "What is this?" and cues "w." Student says "one."

    c. Instructor says, "What is this?" Student says "one."

2. Numeral 2

    a. Instructor says, "What is this? Say two." Student imitates "two."

    b. Instructor says, "What is this?" and cues "t." Student says "two."

c. Instructor says, "What is this?" Student says "two."

d. Instructor presents numerals 1 and 2 in random order and says, "What is this?" Student names numerals 1 and 2.

3. Numeral 3

a. Instructor says, "What is this? Say three." Student imitates "three."

b. Instructor says, "What is this?" and cues "th." Student says "three."

c. Instructor says, "What is this?" Student says "three."

d. Instructor presents numerals 1, 2, and 3 in random order and says, "What is this?" Student names numerals 1, 2, and 3.

4. Numeral 4

a. Instructor says, "What is this? Say four." Student imitates "four."

b. Instructor says, "What is this?" and cues "f." Student says "four."

c. Instructor says, "What is this?" Student says "four."

d. Instructor presents numerals 1-4 in random order and says, "What is this?" Student names numerals 1-4.

5. Numeral 5

a. Instructor says, "What is this? Say five." Student imitates "five."

b. Instructor says, "What is this?" and cues "f." Student says "five."

c. Instructor says, "What is this?" Student says "five."

d. Instructor presents numerals 1-5 in random order and says, "What is this?" Student names numerals 1-5.

6. Numeral 6

   a. Instructor says, "What is this? Say six." Student imitates "six."

   b. Instructor says, "What is this?" and cues "s." Student says "six."

   c. Instructor says, "What is this?" Student says "six."

   d. Instructor presents numerals 1-6 in random order and says, "What is this?" Student names numerals 1-6.

7. Numeral 7

   a. Instructor says, "What is this? Say seven." Student imitates "seven."

   b. Instructor says, "What is this?" and cues "s." Student says "seven."

   c. Instructor says, "What is this?" Student says "seven."

   d. Instructor presents numerals 1-7 in random order and says, "What is this?" Student names numerals 1-7.

8. Numeral 8

   a. Instructor says, "What is this? Say eight." Student imitates "eight."

   b. Instructor says, "What is this?" and cues "ā." Student says "eight."

   c. Instructor says, "What is this?" Student says "eight."

   d. Instructor presents numerals 1-8 in random order and says, "What is this?" Student names numerals 1-8.

9. Numeral 9

   a. Instructor says, "What is this? Say nine." Student imitates "nine."

   b. Instructor says, "What is this?" and cues "n." Student says "nine."

   c. Instructor says, "What is this?" Student says "nine."

   d. Instructor presents numerals 1-9 in random order and says, "What is this?" Student names numerals 1-9.

10. Numeral 10

   a. Instructor says, "What is this? Say ten." Student imitates "ten."

   b. Instructor says, "What is this?" and cues "t." Student says "ten."

   c. Instructor says, "What is this?" Student says "ten."

   d. Instructor presents numerals 1-10 in random order and says, "What is this?" Student names numerals 1-10.

Title: Naming Numerals 11-20

Task Objective: Presented with a numeral 11-20 and a verbal cue "What is this?" The Students will name the numeral.

Prerequisite Skills: Names numerals 1-10.

Materials: Numerals printed on cards.

General Instructions: For each step, the Instructor presents the numerals printed on cards one at a time.

Steps:

1. Numeral 11

   a. Instructor says, "What is this? Say eleven." Student imitates "eleven."

   b. Instructor says, "What is this?" and cues "e." Student says "eleven."

   c. Instructor says, "What is this?" Student says "eleven."

   d. Instructor presents numerals 1-11 in random order and says, "What is this?" Student names numerals 1-11.

2. Numeral 12

   a. Instructor says, "What is this? Say twelve." Student imitates "twelve."

b. Instructor says, "What is this?" and cues "tw." Student says "twelve."

c. Instructor says, "What is this?" Student says "twelve."

d. Instructor presents numerals 1-12 in random order and says, "What is this?" Student names numerals 1-12.

3. Numeral 13

a. Instructor says, "What is this? Say thirteen." Student imitates "thirteen."

b. Instructor says, "What is this?" and cues "th." Student says "thirteen."

c. Instructor says, "What is this?" Student says "thirteen."

d. Instructor presents numerals 1-13 in random order and says, "What is this?" Student names numerals 1-13.

4. Numeral 14

a. Instructor says, "What is this? Say fourteen." Student imitates "fourteen."

b. Instructor says, "What is this?" and cues "f." Student says "fourteen."

c. Instructor says, "What is this?" Student says "fourteen."

d. Instructor presents numerals 1-14 in random order and says, "What is this?" Student names numerals 1-14.

5. Numeral 15

   a. Instructor says, "What is this? Say fifteen." Student imitates "fifteen."

   b. Instructor says, "What is this?" and cues "f." Student says "fifteen."

   c. Instructor says, "What is this?" Student says "fifteen."

   d. Instructor presents numerals 1-15 in random order and says, "What is this?" Student names numerals 1-15.

6. Numeral 16

   a. Instructor says, "What is this? Say sixteen." Student imitates "sixteen."

   b. Instructor says, "What is this?" and cues "s." Student says "sixteen."

   c. Instructor says, "What is this?" Student says "sixteen."

   d. Instructor presents numerals 1-16 in random order and says, "What is this?" Student names numerals 1-16.

7. Numeral 17

   a. Instructor says, "What is this? Say seventeen." Student imitates "seventeen."

   b. Instructor says, "What is this?" and cues "s." Student says "seventeen."

   c. Instructor says, "What is this?" Student says "seventeen."

d. Instructor presents numerals 1-17 in random order and says, "What is this?" Student names numerals 1-17.

8. Numeral 18

a. Instructor says, "What is this? Say eighteen." Student imitates "eighteen."

b. Instructor says, "What is this?" and cues "ā." Student says, "eighteen."

c. Instructor says, "What is this?" Student says "eighteen."

d. Instructor presents numerals 1-18 in random order and says, "What is this?" Student names numerals 1-18.

9. Numeral 19

a. Instructor says, "What is this? Say nineteen." Student imitates "nineteen."

b. Instructor says, "What is this?" and cues "n." Student says, "nineteen."

c. Instructor says, "What is this?" Student says, "nineteen."

d. Instructor presents numerals 1-19 in random order and says, "What is this?" Student names numerals 1-19.

10. Numeral 20

a. Instructor says, "What is this? Say twenty." Student imitates "twenty."

b. Instructor says, "What is this?" and cues "tw." Student says "twenty."

c. Instructor says, "What is this?" Student says "twenty."

d. Instructor presents numerals 1-20 in random order and says, "What is this?" Student names numerals 1-20.

Title: Counting One to Ten Objects

Task Objective: Presented with one to ten objects in random order and a verbal cue "How many _____s are there?" Student will count the objects and verbalize the total number of objects.

Prerequisite Skills: Counts to ten by rote.

Materials: Several groups of ten objects such as pennies, blocks, pegs, etc.

General Instructions: Instructor presents the number of objects specified by step and says "How many ____s are there?" The Student counts the objects and verbalizes the total number of objects.

Steps:

1. Student counts one object.
   - a. With physical assistance.
   - b. With additional visual and verbal cues.
   - c. With additional verbal cue.
   - d. Independently on initial cue.
2. Student counts two objects.
   - a. With physical assistance.
   - b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

   e. Student counts one and two objects in random order.

3. Student counts three objects.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

   e. Student counts one, two, and three objects in random order.

4. Student counts four objects.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

   e. Student counts one, two, three, and four objects in random order.

5. Student counts five objects.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

   e. Student counts one, two, three, four, and five objects in random order.

6. Student counts six objects.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

   e. Student counts one, two, three, four, five, and six objects in random order.

7. Student counts seven objects.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

  d. Independently on initial cue.

  e. Student counts one, two, three, four, five, six, and seven objects in random order.

8. Student counts eight objects.

  a. With physical assistance.

  b. With additional visual and verbal cues.

  c. With additional verbal cue.

  d. Independently on initial cue.

  e. Student counts one, two, three, four, five, six, seven, and eight objects in random order.

9. Student counts nine objects.

  a. With physical assistance.

  b. With additional visual and verbal cues.

  c. With additional verbal cue.

  d. Independently on initial cue.

  e. Student counts one, two, three, four, five, six, seven, eight, and nine objects in random order.

10. Student counts ten objects.

a. With physical assistance.

b. With additional visual and verbal cues.

c. With additional verbal cue.

d. Independently on initial cue.

e. Student counts one, two, three, four, five, six, seven, eight, nine, and ten objects in random order.

BASIC ACADEMIC SKILLS
NUMBERS

Title: Giving Specified Number of Objects (1-10)

Task Objective: Presented with a group of fifteen objects and the verbal cue "Give me (number) (objects)," the Student will give the specified number of objects to the Instructor.

Materials: Several groups of fifteen objects, i.e., blocks, pennies, pegs, spoons, etc. Use different groups of objects each day.

Prerequisite Skills: Student can physically designate one item of a group.

General Instructions: Have only the objects specified in the sequence step in front of the Student. The objects should be in a group, not in a line or any other order. Instructor says, "Give me (number) (objects)."

Steps:

1. One Object

   a. With one object presented, the Student gives one object. Instructor counts "one."

   b. With two objects presented, the Student gives one object. Instructor counts "one."

   c. With three objects presented, the Student gives one object. Instructor counts "one."

   d. With four objects presented, the Student gives one object. Instructor does not count.

   e. With five objects presented, the Student gives one object. Instructor does not count.

6/77

2. Two Objects

   a. With two objects presented, the Student gives two objects. Instructor counts "one, two."

   b. With three objects presented, the Student gives two objects. Instructor counts "one, two."

   c. With four objects presented, the Student gives two objects. Instructor counts "one, two."

   d. With five objects presented, the Student gives two objects. Instructor does not count.

   e. With six objects presented, the Student gives two objects. Instructor does not count.

   f. With six objects presented, the Student gives one object and two objects in random order. Instructor does not count.

3. Three Objects

   a. With three objects presented, the Student gives three objects. Instructor counts "one, two, three."

   b. With four objects presented, the Student gives three objects. Instructor counts "one, two, three."

   c. With five objects presented, the Student gives three objects. Instructor counts "one, two, three."

   d. With six objects presented, the Student gives three objects. Instructor does not count.

   e. With seven objects presented, the Student gives three objects. Instructor does not count.

f. With seven objects presented, the Student gives one, two, and three objects in random order. Instructor does not count.

4. Four Objects

a. With four objects presented, the Student gives four objects. Instructor counts "one, two, three, four."

b. With five objects presented, the Student gives four objects. Instructor counts "one, two, three, four."

c. With six objects presented, the Student gives four objects. Instructor counts "one, two, three, four."

d. With seven objects presented, the Student gives four objects. Instructor does not count.

e. With eight objects presented, the student gives four objects. Instructor does not count.

f. With eight objects presented, the Student gives one, two, three, and four objects in random order. Instructor does not count.

5. Five Objects

a. With five objects presented, the Student gives five objects. Instructor counts "one, two, three, four, five."

b. With six objects presented, the Student gives five objects. Instructor counts "one, two, three, four, five."

c. With seven objects presented, the Student gives five objects. Instructor counts "one, two, three, four, five."

d. With eight objects presented, the Student gives five objects. Instructor does not count.

e. With nine objects presented, the Student gives five objects. Instructor does not count.

f. With nine objects presented, the Student gives one, two, three, four, and five objects in random order. Instructor does not count.

6. Six Objects

a. With six objects presented, the Student gives six objects. Instructor counts "one, two, three, four, five, six."

b. With seven objects presented, the Student gives six objects. Instructor counts "one, two, three, four, five, six."

c. With eight objects presented, the Student gives six objects. Instructor counts "one, two, three, four, five, six."

d. With nine objects presented, the Student gives six objects. Instructor does not count.

e. With ten objects presented, the Student gives six objects. Instructor does not count.

f. With ten objects presented, the Student gives one, two, three, four, five and six objects in random order. Instructor does not count.

7. Seven Objects

a. With seven objects presented, the Student gives seven objects. Instructor counts "one, two, three, four, five, six, seven."

b. With eight objects presented, the Student gives seven objects. Instructor counts "one, two, three, four, five, six, seven."

c. With nine objects presented, the Student gives seven objects. Instructor counts "one, two, three, four, five, six, seven."

d. With ten objects presented, the Student gives seven objects. Instructor does not count.

e. With eleven objects presented, the Student gives seven objects. Instructor does not count.

f. With eleven objects presented, the Student gives one, two, three, four, five, six, and seven objects in random order. Instructor does not count.

8. Eight Objects

a. With eight objects presented, the Student gives eight objects. Instructor counts "one, two, three, four, five, six, seven, eight."

b. With nine objects presented, the Student gives eight objects. Instructor counts "one, two, three, four, five, six, seven, eight."

c. With ten objects presented, the Student gives eight objects. Instructor counts "one, two, three, four, five, six, seven, eight."

d. With eleven objects presented, the Student gives eight objects. Instructor does not count.

e. With twelve objects presented, the Student gives eight objects. Instructor does not count.

f. With twelve objects presented, the Student gives one, two, three, four, five, six, seven, and eight objects in random order. Instructor does not count.

9. Nine Objects

a. With nine objects presented, the Student gives nine objects. Instructor counts "one, two, three, four, five, six, seven, eight, nine."

b. With ten objects presented, the Student gives nine objects. Instructor counts "one, two, three, four, five, six, seven, eight, nine."

c. With eleven objects presented, the Student gives nine objects. Instructor counts "one, two, three, four, five, six, seven, eight, nine."

d. With twelve objects presented, the Student gives nine objects. Instructor does not count.

e. With thirteen objects presented, the Student gives nine objects. Instructor does not count.

f. With thirteen objects presented, the Student gives one, two, three, four, five, six, seven, eight, nine objects in random order. Instructor does not count.

10. Ten Objects

a. With ten objects presented, the Student gives ten objects. Instructor counts "one, two, three, four, five, six, seven, eight, nine, ten."

b. With eleven objects presented, the Student gives ten objects. Instructor counts "one, two, three, four, five, six, seven eight, nine, ten."

c. With twelve objects presented, the Student gives ten objects. Instructor counts "one, two, three, four, five, six, seven, eight, nine, ten.

d. With thirteen objects presented, the Student gives ten objects. Instructor does not count.

e. With fourteen objects presented, the student gives ten objects. Instructor does not count.

f. With fifteen objects presented, the Student gives one, two, three, four, five, six, seven, eight, nine, and ten objects in random order. Instructor does not count.

Title: Correlating Number of Objects/Pictures with Written Numeral

Task Objective: When presented with one to ten pictures of objects and the choice of three numerals, Student will count the pictures and circle the correct numeral.

Materials: Number-object matching papers and pencil

Prerequisite: Counts objects and recognizes numerals.

General Instructions: Instructor presents papers to Student with verbal cue "Mark how many (objects) there are." Student counts the pictures of objects and circles the correct numeral.

Steps:

1. Numerals 1, 2
    - a. With physical assistance.
    - b. With additional visual and verbal cues.
    - c. With additional verbal cue.
    - d. Independently on initial cue.
2. Numerals 1, 2, 3
    - a. With additional visual and verbal cues.
    - b. With additional verbal cue.
    - c. Independently on initial cue.

3. Numerals 1, 2, 3, 4
    a. With additional visual and verbal cues.
    b. With additional verbal cue.
    c. Independently on initial cue.

4. Numerals 3, 4, 5
    a. With additional visual and verbal cues.
    b. With additional verbal cue.
    c. Independently on initial cue.

5. Numerals 1, 2, 3, 4, 5
    a. With additional visual and verbal cues.
    b. With additional verbal cue.
    c. Independently on initial cue.

6. Numerals 4, 5, 6

7. Numerals 5, 6, 7

8. Numerals 6, 7, 8

9. Numerals 7, 8, 9

10. Numerals 8, 9, 10

11. Numerals 1-10, review

6/77

Title: Adding Two Numbers 0-10 Using Visual Symbols

Task Objective: Presented with a set of two number addition problems using numbers 0-10 the Student will add the two numbers by making tally marks beside each number, counting the marks, and writing the correct answer.

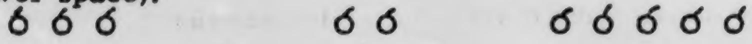
Prerequisite Skills: Counts objects, writes numbers, and knows equivalence (objects/pictures to written numeral).

Materials: Pencil, addition problems.

General Instructions:

Steps:

1. Addition problems using pictures for counters (pictures over answer space).



3 + 2 = ____

Student counts objects and writes answer.

   a. With physical assistance.

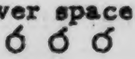
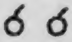
   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

6/77

2. Addition problems using pictures for counters. No pictures over answer space.

3 + 2 = ______

Student counts objects and writes answer.

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

3. Addition problems using tally markes for counters.

III + II

3 + 2 = ______

Student counts marks and writes answer

   a. With physical assistance.

   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

4. Addition problems with student completing tally marks for counters.

III + = ______

3 2

Student makes own tally marks for counters on second numeral, counts and writes answer.

a. With physical assistance.

b. With additional verbal and visual cues.

c. With additional verbal cue.

d. Independently on initial cue.

5. Addition problems with student making own tally marks for counters.

3 + 2 = ____

Student makes own tally marks for counters on both numerals, counts and writes answer.

a. With physical assistance

b. With additional verbal and visual cues.

c. With additional verbal cue.

d. Independently on initial cue.

BASIC ACADEMIC SKILLS
NUMBERS

Title: Adding Numbers

Task Objective: Presented with addition problems adding two numbers 0-10 with sums up to 20, the student will complete the problems correctly.

Prerequisite Skills: Can add numbers using visual symbols.

Materials: Pencil and addition worksheets

General Instructions: The student completes the entire worksheet correctly before moving to next worksheet. The program is based on the concept that the student knows numbers in sequence.

To give assistance when step calls for assistance, use the concept of numbers in sequence. E.g., +0: "When you add zero you end up with the same number." +1: "When you add one you go to the number that comes after." Any numbers past one: repeat the addition problems in sequence up to that problem, i.e., 6 +5 "6 + 0 = 6; 6 + 1 = 7; 6 + 2 = 8; 6 + 3 = 9; 6 + 4 = 10; so 6 + 5 = __.

Steps:

1. Worksheet containing numbers 0-10 plus 0 in sequence. (+0: in sequence, 11 problems) Problems are presented both horizontally and vertically. Student completes worksheet.
   a. With assistance
   b. Independently

2. Worksheet containing numbers 0-10 plus 0 in random order. (+0: in random order, 11 problems) Problems are presented both horizontally and vertically. Student completes worksheet.
   a. With assistance
   b. Independently

3. Worksheet containing numbers 0-10 plus 1 in sequence. (+1: in sequence, 11 problems) Problems are presented both horizontally and vertically. Student completes worksheet.

    a. With assistance

    b. Independently

4. Worksheet containing numbers 0-10 plus 1 in random order (+1: in random order, 11 problems) Problems are presented both horizontally and vertically. Student completes worksheet.

    a. With assistance

    b. Independently

5. Worksheet containing numbers 0-10 plus 0 and plus 1 in sequence (+0, +1: in sequence, 22 problems) Problems are presented both horizontally and vertically. Student completes worksheet.

    a. With assistance

    b. Independently

6. Worksheet containing numbers 0-10 plus 0 and plus 1 in random order (+0, +1: in random order, 22 problems) Problems are presented both horizontally and vertically. Student completes worksheet.

    a. With assistance

    b. Independently

7. Worksheet containing numbers 0-10 plus 0 and plus 1 and plus 2 in sequence (+0, +1, +2: in sequence, 33 problems) Problems are presented vertically. Student completes worksheet.

a. With assistance

b. Independently

8. Worksheet containing numbers 0-10 plus 0, plus 1, plus 2 in random order. (+0, +1, +2: in random order, 33 problems) Problems are presented vertically. Student completes worksheet.

   a. With assistance

   b. Independently

9. Worksheet containing numbers 0-10 plus 0, plus 1, plus 2, plus 3 in sequence (+0, +1, +2, +3: in sequence, 44 problems) Problems are presented vertically. Student completes worksheet.

   a. With assistance

   b. Independently

10. Worksheet containing numbers 0-10 plus 0, plus 1, plus 2, plus 3 in random order (+0, +1, +2, +3: in random order, 44 problems) Problems are presented vertically. Student completes worksheet.

    a. With assistance

    b. Independently

11. Worksheet containing numbers 0-10 plus 0, plus 1, plus 2, plus 3, plus 4 in sequence (+0, +1, +2, +3, +4: in sequence, 55 problems) Problems are presented vertically. Student completes worksheet.

    a. With assistance

    b. Independently

12. Worksheet containing numbers 0-10 plus 0, plus 1, plus 2, plus 3, plus 4 in random order (+0, +1, +2, +3, +4: in random order, 55 problems) Problems are presented vertically. Student completes worksheet.

    a. With assistance

    b. Independently

13. Worksheet containing numbers 0-10 plus 0, plus 1, plus 2, plus 3, plus 4, plus 5 in sequence (+0, +1, +2, +3, +4, +5: in sequence, 66 problems) Problems are presented vertically. Student completes worksheet.

    a. With assistance

    b. Independently

14. Worksheet containing numbers 0-10 plus 0, plus 1, plus 2, plus 3, plus 4, plus 5 in random order (+0, +1, +2, +3, +4, +5: in random order, 66 problems) Problems are presented vertically. Student completes worksheet.

    a. With assistance

    b. Independently

15. Worksheet containing numbers 0-10 plus 0, plus 1, plus 2, plus 3, plus 4, plus 5, plus 6 in sequence (+0, +1, +2, +3, +4, +5, +6: in sequence, 77 problems) Problems are presented vertically. Student completes worksheet.

    a. With assistance

    b. Independently

b. With additional visual and verbal cues.

c. With additional verbal cue.

d. Independently on initial cue.

5. Subtraction problems using circles.

3 - 2 = ______

Student makes circles indicated by the minuend, crosses out the number indicated by the subtrahend, counts remaining cirlces and writes answer.

a. With physical assistance.

b. With additional visual and verbal cues.

c. With additional verbal cue.

d. Independently on initial cue.

BASIC ACADEMIC SKILLS
NUMBERS

Title: Subtracting Numbers

Task Objective: Presented with subtraction problems subtracting numbers 0-10, the Student will complete the problems correctly.

Prerequisite Skills: Can subtract numbers 0-10 using visual symbols.

Materials: Pencil and subtraction worksheets.

General Instructions: The Student completes the entire worksheet correctly before moving to next worksheet.

The program is based on the concept that the Student knows numbers in sequence.

To give assistance when the step calls for assistance, use the concept of numbers in sequence.

Examples: -0: "When you take away (subtract) zero, you end up with the same number."

-1: "When you take away (subtract) one, you go to the number that goes before."

Any numbers past one: repeat the subtraction problems in sequence up to that problem, i.e.,

$$\begin{array}{r} 6 \\ \underline{-3} \end{array}$$

"6-0=6; 6-1=5; 6-2=4; so, 6-3=___

Steps:

1. Worksheet containing numbers 0-10 minus 0 in sequence (-0: in sequence, 11 problems). Problems are presented both horizontally and vertically. Student completes worksheet.
    a. With assistance
    b. Independently

2. Worksheet containing numbers 0-10 minus 0 in random order (-0: in random order, 11 problems) Problems are presented both horizontally and vertically. Student completes worksheet.

    a. With assistance

    b. Independently

3. Worksheet containing numbers 0-10 minus 1 in sequence (-1: in sequence, 10 problems) Problems are presented both horizontally and vertically. Student completes worksheet.

    a. With assistance

    b. Independently

4. Worksheet containing numbers 0-10 minus 1 in random order. (-1: in random order, 10 problems) Problems are presented both horizontally and vertically. Student completes worksheet.

    a. With assistance

    b. Independently

5. Worksheet containing numbers 0-10 minus 0 and minus 1 in sequence (-0, -1: in sequence, 21 problems) Problems are presented both horizontally and vertically. Student completes worksheet.

    a. With assistance

    b. Independently

6. Worksheet containing numbers 0-10 minus 0 and minus 1 in random order. (-0, -1: in random order, 21 problems) Problems are presented both horizontally and vertically. Student completes worksheet.

a. With assistance

b. Independently

7. Worksheet containing numbers 0-10 minus 0, minus 1, minus 2 in sequence. (-0, -1, -2: in sequence, 30 problems) Problems are presented vertically. Student completes worksheet.

   a. With assistance

   b. Independently

8. Worksheet containing numbers 0-10 minus 0, minus 1, minus 2 in random order. (-0, -1, -2: in random order, 30 problems) Problems are presented vertically. Student completes worksheet.

   a. With assistance

   b. Independently

9. Worksheet containing numbers 0-10 minus 0, minus 1, minus 2, minus 3 in sequence. (-0, -1, -2, -3: in sequence, 38 problems) Problems are presented vertically. Student completes worksheet.

   a. With assistance

   b. Independently

10. Worksheet containing numbers 0-10 minus 0, minus 1, minus 2, minus 3 in random order. (-0, -1, -2, -3: in random order, 38 problems) Problems are presented vertically. Student completes worksheet.

a. With assistance

b. Independently

11. Worksheet containing numbers 0-10 minus 0, minus 1, minus 2, minus 3, minus 4 in sequence. (-0, -1, -2, -3, -4: in sequence, 45 problems) Problems are presented vertically. Student completes worksheet.

    a. With assistance

    b. Independently

12. Worksheet containing numbers 0-10 minus 0, minus 1, minus 2, minus 3, minus 4 in random order. (-0, -1, -2, -3, -4: in random order, 45 problems) Problems are presented vertically. Student completes worksheet.

    a. With assistance

    b. Independently

13. Worksheet containing numbers 0-10 minus 0, minus 1, minus 2, minus 3, minus 4, minus 5 in sequence. (-0, -1, -2, -3, -4, -5: in sequence, 51 problems) Problems are presented vertically. Student completes worksheet.

    a. With assistance

    b. Independently

14. Worksheet containing numbers 0-10 minus 0, minus 1, minus 2, minus 3, minus 4, minus 5 in random order. (-0, -1, -2, -3, -4, -5: in random order, 51 problems) Problems are presented vertically. Student completes worksheet.

    a. With assistance

b. Independently

15. Worksheet containing numbers 0-10 minus 0, minus 1, minus 2, minus 3, minus 4, minus 5, minus 6 in sequence. (-0, -1, -2, -3, -4, -5, -6: in sequence, 56 problems) Problems are presented vertically. Student completes worksheet.

    a. With assistance

    b. Independently

16. Worksheet containing numbers 0-10 minus 0, minus 1, minus 2, minus 3, minus 4, minus 5, minus 6 in random order. (-0, -1, -2, -3, -4, -5, -6: in random order, 56 problems) Problems are presented vertically. Student completes worksheet.

    a. With assistance

    b. Independently

17. Worksheet containing numbers 0-10 minus 0, minus 1, minus 2, minus 3, minus 4, minus 5, minus 6, minus 7 in sequence. (-0, -1, -2, -3, -4, -5, -6, -7: in sequence, 60 problems) Problems are presented vertically. Student completes worksheet.

    a. With assistance

    b. Independently

18. Worksheet containing numbers 0-10 minus 0, minus 1, minus 2, minus 3, minus 4, minus 5, minus 6, minus 7 in random order. (-0, -1, -2, -3, -4, -5, -6, -7: in random order, 60 problems) Problems are presented vertically. Student completes worksheet.

    a. With assistance

    b. Independently

19. Worksheet containing numbers 0-10 minus 0, minus 1, minus 2, minus 3, minus 4, minus 5, minus 6, minus 7, minus 8 in sequence. (-0, -1, -2, -3, -4, -5, -6, -7, -8: in sequence, 63 problems) Problems are presented vertically. Student completes worksheet.

    a. With assistance

    b. Independently

20. Worksheet containing numbers 0-10 minus 0, minus 1, minus 2, minus 3, minus 4, minus 5, minus 6, minus 7, minus 8 in random order. (-0, -1, -2, -3, -4, -5, -6, -7, -8: in random order, 63 problems) Problems are presented vertically. Student completes worksheet.

    a. With assistance

    b. Independently

21. Worksheet containing numbers 0-10 minus 0, minus 1, minus 2, minus 3, minus 4, minus 5, minus 6, minus 7, minus 8, minus 9 in sequence. (-0, -1, -2, -3, -4, -5, -6, -7, -8, -9: in sequence, 65 problems) Problems are presented vertically. Student completes worksheet.

    a. With assistance

    b. Independently

22. Worksheet containing numbers 0-10 minus 0, minus 1, minus 2, minus 3, minus 4, minus 5, minus 6, minus 7, minus 8, minus 9 in random order. (-0, -1, -2, -3, -4, -5, -6, -7, -8, -9: in random order, 65 problems) Problems are presented vertically. Student completes worksheet.

    a. With assistance.

b. Independently

23. Worksheet containing numbers 0-10 minus 0, minus 1, minus 2, minus 3, minus 4, minus 5, minus 6, minus 7, minus 8, minus 9, minus 10 in sequence. (-0, -1, -2, -3, -4, -5, -6, -7, -8, -9, -10: in sequence, 66 problems) Problems are presented vertically. Student completes worksheet.

    a. With assistance

    b. Independently

24. Worksheet containing numbers 0-10 minus 0, minus 1, minus 2, minus 3, minus 4, minus 5, minus 6, minus 7, minus 8, minus 9, minus 10 in random order. (-0, -1, -2, -3, -4, -5, -6, -7, -8, -9, -10: in random order, 66 problems) Problems are presented vertically. Student completes worksheet.

    a. With assistance

    b. Independently

BASIC ACADEMIC SKILLS
NUMBERS

Title: Counting by Fives to 100

Task Objective: Presented with a verbal cue, "Count by fives to 100," Student will count by fives to 100.

Prerequisite Skills: Student has verbal approximations for numbers 5-100.

Materials: None required if rote counting. Nickels or groups of five objects may be used.

General Instructions: Cue--Instructor says, "Count by fives to (50 or 100)."

Note: This program is reverse chained counting 5 to 50 then reverse chained counting 55-100.

Steps:

1. a. Instructor and Student count 5-10-15-20-25-30-35-40-45-50.

   b. Instructor and Student count 5-45, Instructor says "f," Student says "50."

   c. Instructor and Student count 5-45. Student counts 50.

2. a. Instructor and Student count 5-40. Instructor says "f." Student counts 45-50.

   b. Instructor and Student count 5-40. Student counts 45-50.

Counting by Fives to 100, Page 2

3. a. Instructor and Student count 5-35. Instructor says "f." Student counts 40-50.

   b. Instructor and Student count 5-35. Student counts 40-50.

4. a. Instructor and Student count 5-30. Instructor says "th." Student counts 35-50.

   b. Instructor and Student count 5-30. Student counts 35-50.

5. a. Instructor and Student count 5-25. Instructor says "th." Student counts 30-50.

   b. Instructor and Student count 5-25. Student counts 30-50.

6. a. Instructor and Student count 5-20. Instructor says "tw." Student counts 25-50.

   b. Instructor and Student count 5-20. Student counts 25-50.

7. a. Instructor and Student count 5-15. Instructor says "tw." Student counts 20-50.

   b. Instructor and Student count 5-15. Student counts 20-50.

8. a. Instructor and Student count 5-10. Instructor says "f." Student counts 15-50.

   b. Instructor and Student count 5-10. Student counts 15-50.

6/77

9. a. Instructor and Student count 5. Instructor says "t." Student counts 10-50.

   b. Instructor and Student count 5. Student counts 10-50.

10. a. Instructor says "f." Student counts 5-50.

    b. Student counts 5-50 independently.

11. a. Student counts 5-50. Instructor and Student count 55-100.

    b. Student counts 5-50. Instructor and Student count 55-95. Instructor says "one." Student counts 100.

    c. Student counts 5-50. Instructor and Student count 55-95. Student counts 100.

12. a. Student counts 5-50. Instructor and Student count 55-90. Instructor says "n." Student counts 95-100.

    b. Student counts 5-50. Instructor and Student count 55-90. Student counts 95-100.

13. a. Student counts 5-50. Instructor and Student count 55-85. Instructor says "n." Student counts 90-100.

    b. Student counts 5-50. Instructor and Student count 55-85. Student counts 90-100.

14. a. Student counts 5-50. Instructor and Student count 55-80. Instructor says "ā." Student counts 85-100.

14. b. Student counts 5-50. Instructor and Student count 55-80.
Student counts 85-100.

15. a. Student counts 5-50. Instructor and Student count 55-75.
Instructor says "s." Student counts 80-100.

b. Student counts 5-50. Instructor and Student count 55-75.
Student count 80-100.

16. a. Student counts 5-50. Instructor and Student count 55-70.
Instructor says "s." Student counts 75-100.

b. Student counts 5-50. Instructor and Student count 55-70.
Student counts 75-100.

17. a. Student counts 5-50. Instructor and Student count 55-65.
Instructor says "s." Student counts 70-100.

b. Student counts 5-50. Instructor and Student count 55-65.
Student counts 70-100.

18. a. Student counts 5-50. Instructor and Student count 55-60.
Instructor says "s." Student counts 65-100.

b. Student counts 5-50. Instructor and Student count 55-60.
Student counts 65-100.

19. a. Student counts 5-50. Instructor and Student count 55.
Instructor says "s." Student counts 60-100.

b. Student counts 5-50. Instructor and Student count 55.
Student counts 60-100.

20. a. Student counts 5-50. Instructor says "f." Student counts 55-100.

b. Student counts 5-100.

BASIC ACADEMIC SKILLS
NUMBERS

Title: Counting by Tens to 100

Task Objective: Presented with a verbal cue "Count by tens to 100," Student will count by tens to 100.

Prerequisite Skills: Student has verbal approximations for numbers 10-100.

Materials: None required if rote counting. Dimes or groups of ten objects each may be used.

General Instructions: Instructor says "Count by tens to 100."

Note: This program is reverse chained.

Steps:

1. a. Instructor and Student count 10-20-30-40-50-60-70-80-90-100.

   b. Instructor and Student count 10-90. Instructor counts "one." Student says 100.

   c. Instructor and Student count 10-90. Student counts 100.

2. a. Instructor and Student count 10-80, Instructor counts "n." Student counts 90-100.

   b. Instructor and Student count 10-80. Student counts 90-100.

3. a. Instructor and Student count 10-70. Instructor counts "a." Student counts 80-100.

   b. Instructor and Student count 10-70. Student counts 80-100.

4. a. Instructor and Student count 10-60. Instructor counts "s," Student counts 70-100.

   b. Instructor and Student count 10-60. Student counts 70-100.

5. a. Instructor and Student count 10-50. Instructor counts "s." Student counts 60-100.

   b. Instructor and Student count 10-50. Student counts 60-100.

6. a. Instructor and Student count 10-40. Instructor counts "f." Student counts 50-100.

   b. Instructor and Student count 10-40. Student counts 50-100.

7. a. Instructor and Student count 10-30. Instructor counts "f." Student counts 40-100.

   b. Instructor and Student count 10-30. Student counts 40-100.

8. a. Instructor and Student count 10-20. Instructor counts "th." Student counts 30-100.

b. Instructor and Student count 10-20. Student counts 30-100.

9. a. Instructor and Student count 10. Instructor counts "tw." Student counts 20-100.

   b. Instructor and Student count 10. Student counts 20-100.

10. a. Instructor counts "t." Student counts 10-100.

    b. Student independently counts 10-100.

BASIC ACADEMIC SKILLS
NUMBERS

Title: Subtracting Numbers 0-10 Using Visual Symbols

Task Objective: Presented with a set of subtraction problems using numbers 0-10, the Student will subtract by making marks according to the minuend, crossing out the number of marks indicated by the subtrahend, counting the remaining marks and writing the remainder.

Prerequisite Skills: Counts objects, writes numbers, knows equivalence (objects/pictures to written numeral).

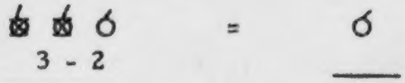
Materials: Pencil and subtraction problems.

General Instructions:

3	-	2	=	1
minuend		subtrahend		remainder

Steps:

1. Subtraction problems using pictures. Pictures over answer space.



Student counts and writes answer.

   a. With physical assistance.

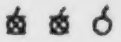
   b. With additional visual and verbal cues.

   c. With additional verbal cue.

   d. Independently on initial cue.

6/77

2. Subtraction problems using pictures, no picture over answer space.



3 - 2 = ____

Student counts and writes answer.

a. With physical assistance.

b. With additional visual and verbal cues.

c. With additional verbal cue.

d. Independently on initial cue.

3. Subtraction problems using circles.

Ø Ø O

3 - 2 = ____

Student counts and writes answer.

a. With physical assistance.

b. With additional visual and verbal cues.

c. With additional verbal cue.

d. Independently on initial cue.

4. Subtraction problems using circles.

O O O

3 - 2 = ____

Student crosses out number indicated by the subtrahend, counts remaining circles and writes answer.

a. With physical assistance.

24. Worksheet containing numbers 0-10 plus 0, plus 1, plus 2, plus 3, plus 4, plus 5, plus 6, plus 7, plus 8, plus 9, plus 10 in random order. (+0, +1, +2, +3, +4, +5, +6, +7, +8, +9, +10: in random order, 121 problems) Problems are presented vertically. Student completes worksheet.

    a. With assistance

    b. Independently

16. Worksheet containing numbers 0-10 plus 0, plus 1, plus 2, plus 3, plus 4, plus 5, plus 6 in random order. (+0, +1, +2, +3, +4, +5, +6: in random order, 77 problems) Problems are presented vertically. Student completes worksheet.

    a. With assistance

    b. Independently

17. Worksheet containing numbers 0-10 plus 0, plus 1, plus 2, plus 3, plus 4, plus 5, plus 6, plus 7 in sequence (+0, +1, +2, +3, +4, +5, +6, +7: in sequence, 88 problems) Problems are presented vertically. Student completes worksheet.

    a. With assistance

    b. Independently

18. Worksheet containing numbers 0-10 plus 0, plus 1, plus 2, plus 3, plus 4, plus 5, plus 6, plus 7 in random order (+0, +1, +2, +3, +4, +5, +6, +7: in random order, 88 problems) Problems are presented vertically. Student completes worksheet.

    a. With assistance

    b. Independently

19. Worksheet containing numbers 0-10 plus 0, plus 1, plus 2, plus 3, plus 4, plus 5, plus 6, plus 7, plus 8 in sequence. (+0, +1, +2, +3, +4, +5, +6, +7, +8: in sequence, 99 problems) Problems are presented vertically. Student completes worksheet.

    a. With assistance

    b. Independently

20. Worksheet containing numbers 0-10 plus 0, plus 1, plus 2, plus 3, plus 4, plus 5, plus 6, plus 7, plus 8 in random order. (+0, +1, +2, +3, +4, +5, +6, +7, +8: in random order, 99 problems) Problems are presented vertically. Student completes worksheet.

    a. With assistance

    b. Independently

21. Worksheet containing numbers 0-10 plus 0, plus 1, plus 2, plus 3, plus 4, plus 5, plus 6, plus 7, plus 8, plus 9 in sequence. (+0, +1, +2, +3, +4, +5, +6, +7, +8, +9: in sequence, 110 problems) Problems are presented vertically. Student completes worksheet.

    a. With assistance

    b. Independently

22. Worksheet containing numbers 0-10 plus 0, plus 1, plus 2, plus 3, plus 4, plus 5, plus 6, plus 7, plus 8, plus 9 in random order. (+0, +1, +2, +3, +4, +5, +6, +7, +8, +9: in random order, 110 problems) Problems are presented vertically. Student completes worksheet.

    a. With assistance

    b. Independently

23. Worksheet containing numbers 0-10 plus 0, plus 1, plus 2, plus 3, plus 4, plus 5, plus 6, plus 7, plus 8, plus 9, plus 10 in sequence. (+0, +1, +2, +3, +4, +5, +6, +7, +8, +9, +10: in sequence, 121 problems) Problems are presented vertically. Student completes worksheet.

    a. With assistance

    b. Independently

HOME LIVING SKILLS

Clothing Care

HOME LIVING SKILLS
CLOTHING CARE

Title: Washing Clothes in Automatic Washing Machine

Task Objective: Upon request, Student will independently load, operate automatic washing machine, and remove washed clothes.

Prerequisite Skills: Manual desterity to complete task. Ability to discriminate differences in colors, symbols, and/or words, etc.

Materials: Automatic washing machine, soap, measuring cup, and dirty clothes.

General Instructions:

Use the following steps for each item in the sequence:

a. PA - with physical assistance
b. VVC - with visual and verbal cues
c. VC - with verbal cue
d. I - independently

Sequence:

1. Student opens lid of washer.
2. Student removes filter and/or mini-basket if applicable.
3. Student removes lint from filter.
4. Student replaces filter.
5. Student puts laundry into washer tub, filling tub for large or small load according to load size and using load size indicators in washer.
6. Student measures correct amount of soap into measuring cup or obtains required amount of tablets.
7. Student sprinkles soap (tablets) into washer tub and/or dispenser if applicable.

6/77

8. Student closes lid of machine.

9. Student sets dial for load size--large, small, normal, etc.

10. Student sets temperature control for wash--rinse cycles--hot, warm, cold.

11. Student sets agitation control for gentle, regular, etc.

12. Student sets wash time for desired time or cycle length depending on control settings of washer used.

13. Student starts machine. Method dependent on machine.

14. After machine has stopped, Student removed clothes and places in holding basket.

Note: upon completion of step 11, Student may also be taught pre-soaking or spot cleaning of clothes and operation of bleach and rinse dispensers (includes measurement).

HOME LIVING SKILLS
CLOTHING CARE

Title: Drying Clothes in Automatic Dryer

Task Objective: Upon request, Student will load clothes into dryer and operate dryer independently.

Prerequisite Skills: Manual dexterity to complete task. Ability to discriminate differences in colors, symbols and/or words, etc. Ability to discriminate wet/dry.

Materials: Automatic clothes dryer and washed clothes.

General Instructions:

Use the following steps for each item in the sequence:

a. PA - with physical assistance
b. VVC - with visual and verbal cues
c. VC - with verbal cue
d. I - independently

Sequence:

1. Student opens dryer door.
2. Student removes filter or lint receptable.
3. Student removes lint from filter.
4. Student returns filter to dryer.
5. Student removes washed clothes from washer and shakes them.
6. Student puts clothes in dryer, not filling over capacity.
7. Student closes dryer door.
8. Student sets normal, perma-press, delicate, etc., control.

6/77

9. Student sets time control.
10. Student presses start button.
11. When dryer stops, Student checks clothes to see if dry. If not dry, Student resets time control and restarts dryer. If clothes are dry, Student proceeds to step 12.
12. Student removes clothes from dryer.
13. Student removes lint from filter, replaces filter, and shuts dryer door.

HOME LIVING SKILLS
CLOTHING CARE

Title: Sorting Laundry for Washing

Task Objective: Upon request, Student will independently sort laundry by colors into three wash loads (white, light, dark).

Prerequisite Skills: Visual acuity to distinguish white, light, and dark coloring in clothes.

Materials: Laundry of white, light, and dark clothes.

General Instructions:

Use the following steps for each item in the sequence:

- a. PA - with physical assistance
- b. VVC - with visual and verbal cues
- c. VC - with verbal cue
- d. I - independently

Sequence:

1. From a laundry pile of assorted colors, Student removes white items and places in a separate pile.
2. Student puts aside white items until ready to wash.
3. From a laundry pile of assorted colors, Student removes light colored items and places in a separate pile.
4. Student puts aside light items until ready to wash.
5. From a laundry pile of assorted colors, Student removes dark items and places in a separate pile.
6. Student puts dark items aside until ready to wash.

6/77

HOME LIVING SKILLS

First Aid Skills

HOME LIVING SKILLS
FIRST AID SKILLS

Title: Identifying and Treating Minor Cuts or Abrasions

Task Objective: When situation arises, Student will correctly and independently identify and treat minor cuts.

Prerequisite Skills: Sufficient sensory or proprioceptive acuity to perceive wound. Sufficient motor ability to apply bandage.

Materials: Water, bandage, gauze pad or clean cloth, first aid cream. soap.

General Instructions: Sequence can be taught as simulated classroom exercise.

Use the following steps for each item in the sequence:

a. PA - with physical assistance
b. VVC - with verbal and visual cues
c. VC - with verbal cue
d. I - independently

Sequence:

I. Identification of cut or abrasion.

A. Student visually perceives break in skin. (Can be straight or jagged.)

B. Student feels odd sensation at area of wound.

C. Student observes bleeding from area of wound and temporarily treats.

1. Student applies pressure using finger(s). If unable to cover wound with fingers, Student uses compress. E.g., clean handkerchief, tissue.

2. Student continues pressure, if possible, while proceeding to treatment area.

6/77

II. Treatment

A. Student locates correct place to treat wound.

1. Student locates place accessible to running water, e.g., kitchen sink, bathroom sink, shop sink, etc.

2. If not accessible to running water and medicine supplies, Student realizes that wound should be covered until treatment can be made.

B. Student washes wound.

1. Student turns on cold water.

2. Student places wounded area under water.

3. Student washes wound gently with soap if available.

C. Student stops bleeding if it reoccurs after washing wounds.

1. Student applies pressure using finger(s), or applies pressure using compress, e.g., clean cloth, gauze pad.

2. Student continues pressure until bleeding stops or rate of blood flow decreases.

D. Student identifies and applies first aid cream.

1. Student identifies first aid cream.

2. Student applies correct amount of first aid cream.

E. Student applies bandage of the appropriate size.

1. Student applies commercial bandage.

2. Student applies improvised bandage, e.g., cloth or gauze.

III. Recovery

A. Student checks wound daily.

1. Student removes bandage.

2. Student applies first aid cream if necessary.

3. Student applies new bandage.

B. Student removes bandage after two days or when scab covers wound.

VOCATIONAL SKILLS

Prevocational Basic Skills

VOCATIONAL SKILLS
PREVOCATIONAL BASIC SKILLS

Title: Discriminating Between Work and Recreation

Task Objective: Upon request, Student will correctly discriminate between work and recreation.

Prerequisite Skills: Can communicate verbally.

Materials: Related pictures.

General Instructions:

Teaching Suggestions:

1. Introduction--differences between work and recreation, e.g., work is an activity you can get money for, work is having a job, work is a responsibility, work is an activity in which you can do something for someone else (volunteer); recreation is something you choose to do, something you do for fun or enjoyment, something that makes you feel good.

2. Discussion of different kinds of work and recreation and the nature of each. E.g., Work--a janitor. A janitor cleans, repairs, etc. Recreation--bowling. Bowling is being with friends or family, feeling good seeing the pins fall down, feeling good knowing that you have tried your best, etc.

3. Identification of different kinds of work and recreation--could be through discussion or by showing pictures of work or recreation. E.g., Show picture (see list). Instructor says, "Is this work or recreation." Student correctly responds. Instructor may also choose to have Student sort pictures into each category.

4. Naming different kinds of jobs or recreation, if capable, e.g., Student names requested number of jobs and recreational activities.

Suggested jobs or recreational activities:

janitor
waitress
dishwasher
gardener
teacher
doctor
fireman
policeman
maid
food server
secretary
bus driver
teacher's aide
telephone operator

baseball
tennis
bicycling
golfing
walking
watching T. V.
going to movie
listening to radio
listening to records
reading magazines, books
bowling
swimming
talking to friend on telephone
dating

VOCATIONAL SKILLS
PREVOCATIONAL BASIC SKILLS

Title: Sorting

Task Objective: Upon request, Student will independently sort objects according to size, function, shape, color, and symbol.

Prerequisite Skills: Ability to follow directions. Sufficient motor ability to execute and complete task. Understanding of same/different. Can "find the ones that are the same."

Materials: See individual sorting tasks for specific materials needed. stop watch

General Instructions:

Use following steps for each type of sorting task:

a. PA - with physical assistance
b. VVC - with additional visual and verbal cues
c. VC - with additional verbal cue
d. I - independently on initial cue

Guidelines:

For low funtioning Students, begin with two very different objects to be sorted; sorting by size (washers or bolts) is good to start with. For higher functioning Students, use two or more objects with more minute differences. Depending on ability of Student, Instructor may choose to prescribe the number of objects to be sorted and the grossness in differences between the objects. Suggested time periods are for two to six minutes. Increase numbers of items for longer periods. Suggested sorting tasks include:

1. Sorting by function. Use assorted bolts, wahsers, and nuts (100 of each item) and sort. Set timer and record number of items sorted.

2. Sorting by shape. Use geometric shapes (120--30 circles, 30 triangles, 30 squares, 30 rectangles) cut out of cardboard or stiff paper, mix, and ask student to separate and sort. Set timer and record number of items sorted.

3. Sorting by size. Use washers of different size (start with 50, work up to 300) and sort. Set timer and record number of items sorted.

4. Sorting by symbol. Use letters drawn on cardboard pieces of the same size. Set timer and record number of items sorted.

5. Sorting by color. Use shapes cut out of cardboard, (same then different), mix, and ask student to sort. Set timer and record number of items sorted.

VOCATIONAL SKILLS
PREVOCATIONAL SKILLS

Title: Assembling Nuts and Bolts

Task Objective: Upon request, Student will independently assemble nuts and bolts and place in a dexterity board, correctly following a prescribed pattern.

Prerequisite Skills: Follows directions. Can assemble nuts and bolts.

Materials: Nuts and bolts, manual dexterity boards, containers (aluminum pie pan), and stop watch.

General Instructions: Instructor may choose to use larger sized nuts and bolts, then phase into smaller sizes, depending on Student's fine motor skills.

For right-handed students, put bolts in container on right side in front of student and nuts on the left. Place empty container between nuts and bolts. Reverse for left-handed students.

O empty container

O O
nuts bolts

Use following steps for each item in sequence:

a. PA - with physical assistance
b. VVC - with additional verbal and visual cues
c. VC - with additional verbal cue
d. I - independently on initial cue

Sequence:

A. Assemble nuts and bolts.

1. Student grasps bolt from container with right hand, and holds head of bolt with fingers (reverse for left-handed student).

2. Student reaches for a nut from container with left hand and holds between the thumb and index finger.

3. Student brings bolt to nut and begins to screw bolt into nut. Instructor needs to show Student that the bolt needs to be

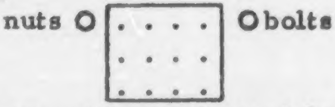
screwed into nut until secure (three or four turns). The nut may also be screwed down on the bolt with the bolt held stationary.

4. Student will place assembled nut and bolt in center container.

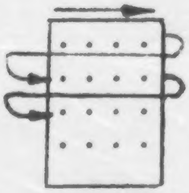
   Note: As soon as task is completed, Instructor should take baseline data on Student and establish average time to assemble a specified number of nuts and bolts; three to four days is sufficient. Criteria should then be established to reduce time needed to complete assembly. Criteria may also be established to record time it takes to disassemble nuts and bolts.

B. Assemble nuts and bolts using a dexterity board.

1. With bolt container on right and nut container on left, dexterity board in center, Student will reach for bolt and nut and assemble (see A, step 3).



2. Instructor will establish pattern, either left to right or top to bottom and Student will place assembled nut or bolt in hole in board and fill in board, according to prescribed pattern. Instructor should take baseline and establish criteria for either attendance to task or time to completely fill in dexterity board.



Note: For both phases A and B, Instructor may choose to ask Student to place washers in the bolts while assembling.

VOCATIONAL SKILLS
PREVOCATIONAL BASIC SKILLS

Title: Counting and Bundling

Task Objective: Upon request, Student will correctly count the specified number of objects and bundle, independently.

Prerequisite Skills: Ability to follow directions. Can count objects. Sufficient manual dexterity to pick up objects and bundle.

Materials: Popsicle sticks, aluminum pans, rubber bands, stop watch or timer.

General Instructions: Place container full of popsicle sticks on right side of Student and empty pan on left. Reverse for left-handed Students. For bundling, place pan full of rubber bands on left and empty pan in center.

Use the following steps for each item in the sequence:
- a. PA - with physical assistance
- b. VVC - with additional verbal and visual cues
- c. VC - with additional verbal cue
- d. I - independently on initial cue

Sequence:

A. Counting

1. Student reaches for sticks on right side, grasps stick with right hand and places stick in palm of left hand.

2. Student counts out designated number of sticks, holding the sticks in palm of left hand.

3. After counting out a group containing the designated number of sticks, Student places the group in empty container on left.

B. **Bundling**

1. Student counts out a group containing the designated number of sticks.
2. Student places the group of sticks in palm of right hand.
3. Student picks up rubber band from pan on left and places band on thumb and index finger around group of sticks.
4. Student releases thumb and twists rubber band with index and middle fingers.
5. Student twists rubber band around sticks again and moves rubber band to center of sticks.
6. Student places bundled group of sticks in pan in center.

Title: Keeping Appearance Neat

Task Objective: In a work setting, Student will independently keep personal appearance neat.

Prerequisite Skills: Can independently dress one's self.

Materials: Comb and/or brush.

General Instructions:

Teaching Suggestions:

1. Introduction--what neatness means. E.g., Neatness is making sure clothes fit, making sure clothes are on correctly.
2. Reasons for neatness. E.g., Safety, showing superivsor good personal appearance habits, personal satisfaction, people enjoy being around "neat" people.
3. How to keep one's self neat. E.g., Arrive early enough to use restroom and check appearance, on breaks check appearance, straighten clothes; and bursh or comb hair, wear clothes that fit properly, keeping clothes in repair, keeping clothes clean and ironed.

VOCATIONAL SKILLS
PREVOCATIONAL BASIC SKILLS

Title: Working Through Daily Routine Without Fatigue

Task Objective: Given a job situation. Student will work through daily routine without fatigue.

Prerequisite Skills:

Materials: Work Setting

General Instructions:

Teaching Suggestions:

1. Introduction--what fatigue means. E.g., Being tired, unable to complete task, cranky, unpleasant.
2. Reasons for not getting tired on the job. E.g., if you are tired, you will be unable to do the job, you may lose the job if you are always tired, people who are tired are not pleasant to be around, you do not feel good.
3. How not to get fatigued. E.g., Get enough sleep, eat three balanced meals a day, eat only a small amount of snacks daily, be excited about what you are doing.

6/77

VOCATIONAL SKILLS
PREVOCATIONAL BASIC SKILLS

Title: Being Punctual

Task Objective: In a work setting, Student will independently be punctual.

Prerequisite Skills: None

Materials: Work setting.

General Instructions:

Teaching Suggestions:

1. Introduction--what being punctual means. E.g., Being punctual is being on time (at work, catching a bus, on a date) reporting at time arranged.

2. Reasons for punctuality. E.g., Keeping your job, being reliable --other workers may be depending on you, if you are late you will lose pay.

3. How to be punctual. E.g., Prepare lunch or clothes that you will wear the night before, allow plenty of time in the morning to fix breakfast and get ready, allow plenty of time for transportation, know the time you are suppose to report, make sure your bike is in good shape, etc.

Title: Keeping Appearance Neat

Task Objective: In a work setting, Student will independently keep personal appearance neat.

Prerequisite Skills: Can independently dress one's self.

Materials: Comb and/or brush.

General Instructions:

Teaching Suggestions:

1. Introduction--what neatness means. E.g., Neatness is making sure clothes fit, making sure clothes are on correctly.

2. Reasons for neatness. E.g., Safety, showing superivsor good personal appearance habits, personal satisfaction, people enjoy being around "neat" people.

3. How to keep one's self neat. E.g., Arrive early enough to use restroom and check appearance, on breaks check appearance, straighten clothes; and bursh or comb hair, wear clothes that fit properly, keeping clothes in repair, keeping clothes clean and ironed.

VOCATIONAL SKILLS
PREVOCATIONAL BASIC SKILLS

Title: Reading Application Form Words

Task Objective: Upon request, Student will read the following application form words.

Prerequisite skills: Recognize same and different shapes.

Materials: Flashcards with application form words written on them.

General Instructions:

Note: Distractor refers to words not being taught.

Application Words, Suggested Sequence and Items to Include:

name
first
middle
last
address
city
state
county
zip
zip code
phone
telephone number
age
birthdate

date of birth
place of birth
male
female
sex
single
married
present place of employment
father's name
mother's name
father's employment
mother's employment
date

height
weight
parent
guardian
parent or guardian
spouse
spouse's employment
signature
in case of EMERGENCY, call
social security
soc. sec.
circle one
check one
hair color
eye color
schools attended

Steps:

1. Instructor introduces word (including meaning).

VOCATIONAL SKILLS
PREVOCATIONAL BASIC SKILLS

Title: Writing Partial Application

Task Objective: Upon request, Student independently fills out a partial application form for employment.

Prerequisite Skills: Can trace the latters (a-z) and numbers (0-9) Can read required application words (see reads application words program).

Materials: Worksheets with partial application form.

General Instructions: Student will trace, copy, type, or write (dependent on ability and step) required information on cue.

Note: Reverse chain procedure suggested.

Use the following steps for each item in the sequence:

- a. Trace
- b. Copy
- c. Type (if applicable)
- d. Write independently

Steps:

I. NAME

A. Name________________

1. Student locates "Name."
2. Student locates and fills in name.

B. Name________________________________
Last First Middle

6/77

Student reads "Name" and locates:

1. "Last," then fills in last name.
2. "First," then fills in last and first name.
3. "Middle," then fills in last, first, and middle name, if applicable.
4. Student reads "Name," and fills in last, first, and middle name in proper sequence.

II. ADDRESS

A. Name ______________________________

Last First Middle

Address ______________________________

____

1. Student completes "Name" line and locates "Address."
2. Student locates address and fills in.

B. Name ______________________________

Last First Middle

Address ______________________________

____

City State Zip Code

Student completes "Name," reads "Address," and locates:

1. City, then fills in city.
2. City and state, then fills in city and state.
3. City, state, and zip code, then fills in city, state and zip code.
4. Student completes "Name," and fills in complete address.

III. TELEPHONE NUMBER

Name ______________________________
Last First Middle
Address ______________________________

____
City State Zip Code
Telephone ______________________________

A. Student completes name and address and locates "telephone."

B. Student fills in telephone number.

IV. AGE

Name ______________________________
Last First Middle
Address ______________________________

____
City State Zip Code
Telephone ______________ Age __________

A. Student completes name, address, and telephone number and locates "age."

B. Student fills in age.

V. SOCIAL SECURITY NUMBER

Name ______________________________
Last First Middle
Address ______________________________

____
City State Zip Code
Telephone ______________ Age __________

A. Student locates "Social Security," and if he has a card, copies number down in space provided.

B. If Student does not have card, Student writes "none" in the space provided.

Title: Giving Application Form Information Verbally or by Signing

Task Objective: Upon request Student will give personal application information appropriate for each item.

Prerequisite Skills: Communicates satisfactorily (orally, by writing, or signing, etc.).

Materials: None, or paper and pencil if writing.

General Instructions: Instructor gives a variety of cues for each item (e.g., "__________, what is your name;" "__________, your name please?" etc.) Student responds intelligibly, or legibly.

. Use the following steps for each item in the sequence:

a. PA - with physical assistance
b. VVC - with verbal and visual cues
c. VC - with verbal cue
d. I - independently on initial cue

Suggested Sequence and Items to Include:

1. name--first and last
2. name--first, middle, last
3. address
4. city
5. state
6. telephone
7. age
8. in case of emergency
9. father
10. mother
11. father's place of employment
12. mother's place of employment
13. sex
14. single or married
15. height
16. weight
17. hair color
18. eye color
19. date of birth
20. place of birth
21. social security
22. spouse
23. spouse's employment
24. schools attended
25. county
26. zip
27. present place of employment
28. date
29. doctor's name
30. on medication

Title: Obtaining and Completing Social Security Card

Task Objective: Upon request, Student will obtain an application for a social security card, correctly fill out or indicate information on application form, if capable, and send application form to appropriate agency.

Prerequisite Skills: Can communicate verbally.

Materials: Application for a social security number form.

General Instructions:

Use the following steps for each item in the sequence:

a. PA - with physical assistance
b. VVC - with additional visual and verbal cues
c. VC - with additional verbal cue
d. I - Independently on initial cue

Sequence:

1. Student realizes the need to get a social security card. Instructor explains that social security money is taken out of the pay for everybody who is working, that his money will be returned to you after you retire, and that you need the card for identification.

2. Student goes to local post office to obtain application form; if unable to go to post office, the local social security office will forward an application upon request.

3. Student and assisting party, if necessary, completes application form.

4. Student signs name on application. If unable to sign name, Student makes identifying mark (e. g., x) with two witnesses present, who will also need to sign the form.

5. Student places completed application for a social security number in preaddressed envelope (obtained with application form) and seals envelope.

6. Student mails envelope.

Title: Conducting One's Self Appropriately During Interview

Task Objective: Given an interview situation, Student will appropriately conduct him-or herself during the interview session.

Prerequisite Skills: Can communicate verbally. Realizes need for good grooming. Demonstrates correct greeting procedure.

Materials: None

General Instructions: Program does not include appropriate dress. Sequence can be taught as simulated classroom exercise.

When applicable use the following steps for each item in the sequence:

a. PA - with physical assistance
b. VVC - with additional visual and verbal cues
c. VC - with additional verbal cue
d. I - independently on initial cue

Sequence:

1. Upon arriving at designated building earlier than scheduled interview time, Student locates appropriate restroom, checks personal attire, and attends to toileting needs if applicable.

2. Student proceeds to assigned room to report for interview.

3. Student greets receptionist if present or waits for receptionist or interviewer to appear, then gives greeting.

4. Student waits for further instructions from receptionist or interviewer, proceeds to interviewing location, if requested, or seats him or herself and waits quietly until called. (Waiting behaviors that can be taught are reading available magazine or books, being friendly to other persons waiting, etc.) Student continues to wait until called.

5. Student walks to interviewing location when called.
6. Student greets interviewer if not previously done.
7. Student waits until requested before seating him or herself.
8. Upon request, Student clearly and correctly responds to questions.
9. At indicated time, Student initiates appropriate questions about job.
10. Student says, "Than you," and gives appropriate farewell at conclusion of interview.
11. Student gives appropriate farewell to receptionist, if present.
12. Student leaves building appropriately.

Title: Finding Out About Jobs

Task Objective: When looking for employment, Student will indicate agencies to contact concerning employment.

Prerequisite Skills: Can communicate verbally.

Materials: Newspapers, brochures, print outs, telephone book, flash cards with names of agencies written on them.

General Instructions: Knowledge of several contacts for employment should be included in every vocational program. However, due to the multiplicity and/or availability of services in a community, it is impossible to prescribe specific agencies to contact. The following listing includes many contacting agencies or contacts that can be utilized for securing jobs.

Teaching Suggestions:

Identification of specific contacting agency or contact; knowledge of services provided by the contacting agency or contact; identification of contacting agency or agent in print; telephone number and or address(es); and transportation to contacting agency or contact.

Instructional areas may be taught through discussion, role playing, reading, functional reading, etc. It may be helpful to compile names and numbers of contacting agencies or contacts on a list (or flashcards) meeting each student's needs.

Suggested Criteria:

Student knows five contacts.

Suggested Contacts:

In-School
work coordinator
teacher
counselor

Out of School

services coordinator--Mental Health Program
State Department of Employment
local NARC Chapter
local Chamber of Commerce
local service organizations
local churches
Division of Vocational Rehabilitation
newspapers
friends
personnel offices
private employment services
civil services offices
union offices

Title: Notifies Appropriate Person When Absent

Task Objective: When absent from work, Student will independently notify the appropriate person at the appropriate time.

Prerequisite Skills: Can communicate needs verbally. Can dial telephone numbers. Understanding of reasons for potential absences (e.g., illness).

Materials: Telephone

General Instructions:

Note: Roleplaying is the suggested method to teach this skill.

Use the following steps, if applicable, for each item in the sequence:

a. PA - with physical assistance
b. VVC - with additional verbal and visual cues
c. VC - with additional verbal cue
d. I - independently on initial cue

Sequence:

A. Realizes need.

1. Student realizes that it is necessary to notify supervisor at work site when he will be absent from work.

2. Student indicates appropriate person to notify when absent.

3. Student realizes that it is necessary to notify supervisor or appropriate person at the same time or prior to the time Student reports to job.

4. Student indicates appropriate time to report absence.

5. Student indicates the telephone number of appropriate person to notify. (If Student unable to give telephone number, have Student have card with number written on it.)

6. Student indicates the appropriate person to notify when absent, the appropriate time to call, and the telephone number of the appropriate person to call.

B. Nature of call.

1. Student dials the appropriate person.

2. Student says, "Hello, this is ___________(Student's name). Is ______________(Supervisor's name) there?"

3. Student waits for supervisor to come to the phone. If supervisor had picked up phone, proceed to step 4.

4. When supervisor is on the phone, Student says, "Sorry, I am unable to come to work today (or tomorrow). I am _________ (e.g., sick or there's an emergency.) I hope to be able to work tomorrow. I will call you if I can't. Thank you, good bye."

5. Student hangs up the phone.

VOCATIONAL SKILLS
PREVOCATIONAL BASIC SKILLS

Title: Using Time Clock

Task Objective: Upon request, Student will independently use the time clock.

Prerequisite Skills: Sufficient manual dexterity to complete the task. Can read first and last name in print. Understands "top" and "bottom."

Materials: Time clock (program written for Acroprint Time Clock, Time Recorder Co., Raleigh, N.C.), time card.

General Instructions:

Use the following steps for each item in the sequence:

a. PA - with physical assistance
b. VVC - with additional verbal and visual cues
c. VC - with additional verbal cue
d. I - independently on initial cue

Sequence:

1. Student locates his or her time card from rack.
2. Student removes card from rack, keeping name on top facing him or herself.
3. Student locates first unstamped slot from lower right side of card.
4. Student lines up first unstamped slot directly below red line on time card.
5. Student pushes card straight into time clock until card stops (clock will refect card if not properly inserted).
6. Student depresses punch bar on top of time bar once.
7. Student removes card from clock.
8. Student returns his or her card to assigned space in card rack (name on top facing him or herself).

6/77

VOCATIONAL SKILLS

Specific Job Skills

VOCATIONAL SKILLS
SPECIFIC JOB SKILLS/JANITORIAL SKILLS

Title: Finding/Naming Tools and Equipment Used for Janitorial Jobs

Task Objective: Upon request, Student will correctly find/name tools and equipment used for janitorial jobs.

Prerequisite Skills: Can indicate one item from a group by pointing, looking at, grasping, etc. For naming, can imitate words.

Materials: (suggested items)

- assorted brooms
- assorted buckets
- assorted mops
- paint
- paint brush
- cleaning solution
- cleanser
- rubber gloves
- rags
- sponge
- scrubbing brush
- vacuum cleaner
- towels
- stepladder
- window or glass cleaner
- duster
- dust pan
- hand brushes
- paper towels
- sanitary napkins and tampon dispenser
- sanitary napkin and tampon disposal
- sanitary napkins and tampons
- wringers
- squeegee
- toilet bowl cleaner
- toilet bowl brush
- soap dispenser
- soap
- paper towel dispenser
- toilet paper
- toilet paper holder
- paper cups
- disinfectants
- plastic bags
- spray bottle

General Instructions:

Steps:

1. Student on cue finds object with no distractors.

    a. With physical assistance.

    b. With visual and verbal cues.

    c. With verbal cue.

    d. Independently.

2. Student on cue finds object with one distractor.

    a. With physical assistance.

    b. With visual and verbal cues.

    c. With verbal cue.

    d. Independently.

3. Student on cue finds object with two or more distractors.

    a. With physical assistance.

    b. With visual and verbal cues.

    c. With verbal cue.

    d. Independently.

4. Student on cue names object.

    a. With physical assistance.

    b. With visual and verbal cues.

    c. With verbal cue.

    d. Independently.

VOCATIONAL SKILLS
SPECIFIC JOB SKILLS/JANITORIAL SKILLS

Title: Sweeping Floor

Task Objective: Upon request, Student will sweep floor independently.

Prerequisite Skills: Knows how to use push broom, industrial hand broom, and dust pan.

Materials: Mop-style push broom, industrial hand broom, dust pan.

General Instructions:

Use the following steps for each item in the sequence:

a. PA - with physical assistance.
b. VVC - verbal and visual cues.
c. VC - verbal cue.
d. I - independently

Sequence:

1. Student obtains necessary equipment.

2. Student proceeds to assigned work area.

3. Student determines target area to where dirt will be swept (target area should be open space; not against wall).

4. Student sweeps in established routine and pattern. Example: back and forth across length or width of room; or circular direction, from outside to center.

5. Student sweeps dirt into dust pan with industrial hand broom.

6. Student scoots dust pan back and catches additional dirt until all dirt is picked up.

7. Student empties dust pan into trash container.

8. Student returns equipment to storage area.

6/77

Title: Cleaning Surfaces

Task Objective: Upon request, Student will clean surfaces (counter tops, tables, desks, etc.) with appropriate materials correctly and independently.

Prerequisite Skills: Manual dexterity to complete task.

Materials: Surfaces to be cleaned (e.g., counter tops, tables, etc.), and cleaning materials to be used.

General Instructions:

Use the following steps for each item in the sequence:

- a. PA - with physical assistance
- b. VVC - with visual and verbal cues
- c. VC - with verbal cue
- d. I - independently

Sequence:

1. Student identifies surface areas to be cleaned.
2. Student determines appropriate materials (e.g., rag, sponge, cleaner, etc.) to be used.
3. Student goes to storage area, obtains materials to be used and brings to work area.
4. Student determines where cleaning agent is to be applied.
5. Student applies cleaning agent.
6. Student uses rag, sponge, etc. and rubs surface in an established pattern, applying extra pressure to encrusted matter or heavily soiled areas.
7. Student rechecks surface for cleanliness.

8. Student reapplies cleaner if additional cleaning is needed.
9. Student recleans surface area or necessary spots.
10. Student wipes off excess liquid on surface area, if necessary.
11. Student returns materials to storage areas, including dirty rags to rag bin.

VOCATIONAL SKILLS
SPECIFIC JOB SKILLS/WOOD SHOP SKILLS

Title: Finding/Naming Tools and Equipment in Wood Shop

Task Objective: Upon request, Student will correctly find/name tools and equipment used in the wood shop.

Prerequisite Skills: Can indicate one item from a group by pointing, looking at, grasping, etc. For naming, can imitate words.

Materials: (suggested items)

- hammer
- screw driver
- Phillip's head screw driver
- wrench
- pliers
- socket wrench
- saw
- screws
- nails
- wire cutters
- needle nose pliers
- level
- T-square
- crescent wrench
- vise-grip
- sandpaper
- file
- hand drill
- drill bits
- chisel
- ruler
- measuring tape

General Directions:

Steps:

1. Student on cue finds object with no distractors.
   a. With physical assistance.
   b. With visual and verbal cues.
   c. With verbal cue.
   d. Independently.

6/77

2. Student on cue finds object with one distractor.
    a. With physical assistance.
    b. With visual and verbal cues.
    c. With verbal cue.
    d. Independently.

3. Student on cue finds object with two or more distractors.
    a. With physical assistance.
    b. With visual and verbal cues.
    c. With verbal cue.
    d. Independently.

4. Student on cue names object.
    a. With physical assistance.
    b. With visual and verbal cues.
    c. With verbal cue.
    d. Independently.

6/77

Title: Grading Lumber

Task Objective: Student will determine and mark grade of lumber according to size, quality, and kind and place it into separate piles.

Prerequisite Skills: Sufficient visual acuity to determine differences in lumber. Ability to distinguish surface differences in green boards (rough lumber). Manual dexterity and physical strength to lift and turn lumber with stick hooks or hands. Ability to write or mark required symbols on lumber.

Materials: Sample pieces of lumber to be graded. Stick hooks for turning lumber.

General Instructions:

Use the following steps for each item in the sequence:

a. PA - with physical assistance
b. VVC - with visual and verbal cues
c. VC - with verbal cue
d. I - independently

Sequence:

1. Student recognizes grading symbols (e.g., symbol for utility grade, select grade, etc.) or words to be written on lumber.

2. Student marks grading symbols or words on lumber in correct size and placement. (Student is not yet grading lumber.)

3. Student turns lumber with stick hooks or hands.

4. Student identifies length of lumber and marks and/or places in assigned pile.

5. Student identifies quality of lumber and marks and/or places in assigned pile

6/77

6. Student identifies kind of lumber (e.g., pine, walnut, fir, etc.) and marks and/or places in assigned pile.

7. Student identifies two of the three grading criterion (e.g., length and kind) and marks and/or places in assigned pile.

8. Student identifies all three grading criterion (length, kind, and quality) and marks and/or places in assigned pile.

Title: Stacking Lumber

Task Objective: Upon request, Student will independently stack lumber.

Prerequisite Skills: Counts objects. Motor skills and physical strength to stack lumber.

Materials: Sample lumber of variable length, lath, stakes, runners, and stickers.

General Instructions:

Use the following steps for each item in the sequence:
- a. PA - with physical assistance
- b. VVC - with visual and verbal cues
- c. VC - with verbal cue
- d. I - independently

Sequence:

A. Simulated Classroom Exercise

1. Student places given amount of lumber in stacks.
2. Student places given amount of lumber in stacks inserting stickers.
3. Student stacks required number of pieces of lumber inserting stickers in appropriate place.

B. Work Area

1. Student places given amount of lumber in stacks.
2. Student places given amount of lumber in stacks inserting stickers.
3. Student stacks required number of pieces of lumber inserting stickers in appropriate place.

VOCATIONAL SKILLS
SPECIFIC JOB SKILLS/CLERICAL SKILLS

Title: Finding/Naming Tools and Equipment Used for Clerical Jobs

Task Objective: Upon request, Student will correctly find/name tools and equipment used for clerical jobs.

Prerequisite Skills: Can indicate one item from a group by pointing, looking at, grasping, etc. For naming, can imitate words.

Materials: (suggested items)

- typewriter
- duplicator
- xerox machine
- rubber stamp
- postal stamper
- ditto masters
- duplicating fluid
- duplicating paper
- stamp pad
- file cabinet
- assorted paper
- assorted envelopes
- assorted pencils and/or pens
- stapler
- rubber bands, paper clips, etc.

General Instructions:

Steps:

1. Student on cue finds object with no distractors.

    a. With physical assistance.

    b. With visual and verbal cues.

    c. With verbal cue.

    d. Independently

6/77

2. Student on cue finds object with one distractor.

   a. With physical assistance.

   b. With visual and verbal cues.

   c. With verbal cue.

   d. Independently.

3. Student on cue finds object with two or more distractors.

   a. With physical assistance.

   b. With visual and verbal cues.

   c. With verbal cue.

   d. Independently.

4. Student on cue names object.

   a. With physical assistance.

   b. With visual and verbal cues.

   c. With verbal cue.

   d. Independently.

Title: Operating Xerox Machine

Task Objective: Upon request, Student will operate Xerox machine, independently.

Prerequisite Skills: Ability to follow directions. Manual dexterity to operate machine.

Materials: Xerox machine loaded with paper. Original copy.

General Instructions:

Use the following steps for each item in the sequence:
- a. PA - with physical assistance
- b. VVC - with visual and verbal cues
- c. VC - with verbal cue
- d. I - independently

Sequence:

1. Student locates machine.
2. Student opens cover.
3. Student puts copy face down on glass between arrow guidelines.
4. Student sets correct page size.

   Note: Skill can be taught first through matching paper size numbers on index cards with corresponding numbers on dial, and matching numbers on guidelines with numbers on dial.

5. Student closes cover.
6. Student sets "light - dark" dial to desired indicator.

6/77

7. Student presses "START PRINT" switch.

8. Student checks first copy to see if reproduction, paper size, and darkness are correct.

9. If correct, proceed. If not correct, Student repeats necessary steps and makes adjustments.

10. Student sets number of copies desired.

11. Student presses "START PRINT" switch.

12. Student waits for "READY" light to come on to indicate printing is finished and/or listens for machine to shut off.

13. Student makes sure machine is turned off.

14. Student takes out original copy and removes finished copies from carrier.

VOCATIONAL SKILLS
SPECIFIC JOB SKILLS/CLERICAL SKILLS

Title: Operating Duplicator Machine

Task Objective: Upon request, to duplicate material, Student will correctly operate duplicating machine independently.

Prerequisite Skills: Follow directions. Manual dexterity to operate machine.

Materials: Duplicating machine, ditto, and blank duplicating paper.

General Instructions:

Use the following steps for each item in the sequence:

a. PA - with physical assistance
b. VVC - with visual and verbal cues
c. VC - with verbal cue
d. I - independently

Sequence:

1. Student locates duplicating machine.

2. Student puts blank paper in paper carrier, and adjusts paper under metal clamps. (Paper needs to be evenly stacked and flush with guide; corner guide in correct position.)

3. Student checks to see if ditto gauge (holder) is open.

4. If open, Student proceeds. If closed, Student grasps gauge lever and moves to left until stops.

5. Student holds perforated end of ditto behind perforation line and tears printed page from carbon, making sure not to rip. Save brown protector paper.

6. Student places ditto fully in gauge between arrows with ink side up. Be sure front side ditto edge facing Student is lined with front edge of blank paper.

7. Student shuts gauge by moving gauge lever to right until lever stops, making sure ditto is secure. Student checks to see if any adjustments need to be made.

8. Student turns "on-off" knob approximately one wrist twist counter-clock wise.

9. Student waits momentarily (five seconds) for fluid in machine to circulate.

10. Student locates "single" or "multiple" copy switch.

11. Student presses "single" copy switch, releasing switch as soon as tumbler begins movement.

12. Student checks to see if copy reproduction and darkness is correct.

13. Student proceeds to ditto desired number of copies by counting (holding "single" switch down) or by setting "multiple" copy dial to desired number (pressing "multiple" switch).

14. Student removes ditto (see step 4) protecting ink side. Cover ink side with brown protector paper and save.

15. Student removes finished copies from carrier.

16. Student removes any remaining blank paper from paper carrier and returns to correct storage place.

17. Student turns "on-off" knob clockwise to turn off machine.

VOCATIONAL SKILLS
SPECIFIC JOB SKILLS/CLERICAL SKILLS

Title: Folding Letters and Stuffing Envelopes

Task Objective: Upon request, Student will correctly fold letters and then stuff them into envelopes of various sizes independently.

Prerequisite Skills: Sufficient manual dexterity to complete task. Understanding of part/whole relationship.

Materials: Paper, envelopes.

General Instructions:

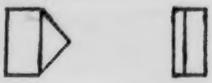
Note: Since the objective is to complete the task using various size letters and envelopes, it is suggested that business size be taught first proceeding to smaller sizes requiring increased fine motor skills. However, Instructor may wish to start with small sizes if hand size and motor ability deem appropriate.

Use the following steps for each item in the sequence:

a. PA - with physical assistance
b. VVC - with visual and verbal cues
c. VC - with verbal cue
d. I - independently

Sequence:

1. Student places envelopes with flaps on right side and up in stack on left and letters on right facing Student. (Reverse for left-handed Students.) Envelopes are stacked with flaps open and letters may be initially stacked with upper flap in correct stuffing position (see illustration).



6/77

2. Student stuffs pre-folded letter into envelope. (Criteria: no additional folds or creases on letter. Letter needs to be inserted so that upper flap of letter--top 1/3 of paper--would open from left to right when removed from envelope. Indicator, noting direction, may be used to facilitate placement.)

3. Student folds creased letter and stuffs into envelope. (flap open)

4. Student folds uncreased letter and stuffs into envelope. (flap open)

5. Student folds uncreased letter and stuffs into envelope. (flap closed)

6. Student folds uncreased letters and stuffs into envelopes (flap closed) of various sizes (letter and envelope size correspond).

Note: Upon completion of step 6, Instructor may choose to mix up different sizes of letters and envelopes and ask student to match and stuff correctly. Choose a number of distractors (letters and envelopes of different sizes) according to ability of student. Additionally, student can be asked to fold letters and stuff into envelopes of various non-corresponding sizes, so as to determine the best fit.

VOCATIONAL SKILLS
SPECIFIC JOB SKILLS/LIBRARY SKILLS

Title: Finding/Naming Tools and Equipment Used for Library Jobs

Task Objective: Upon request, Student will correctly find/name tools and equipment used for library jobs.

Prerequisite Skills: Can indicate one item from a group by pointing, looking at, grasping, etc. For naming, can imitate words.

Materials: (suggested items)

- rubber stamps
- book with classification labels
- file cards
- card pockets
- stamp pad
- card check-out machine if available
- file card tray
- cart
- book shelves
- bookends
- card catalog
- step stool
- library card

General Instructions:

Steps:

1. Student on cue finds object with no distractors.
    - a. With physical assistance.
    - b. With visual and verbal cues.
    - c. With verbal cue.
    - d. Independently.
2. Student on cue finds object with one distracter.
    - a. With physical assistance.

6/77

   - b. With visual and verbal cues.
   - c. With verbal cue.
   - d. Independently.

3. Student on cue finds object with two or more distractors.
   - a. With physical assistance.
   - b. With visual and verbal cues.
   - c. With verbal cue.
   - d. Independently.

4. Student on cue names object.
   - a. With physical assistance.
   - b. With visual and verbal cues.
   - c. With verbal cue.
   - d. Independently.

Title: Performing Duties of Library Checker

Task Objective: When presented with book at check-out desk, Student will independently check out book.

Prerequisite Skills: Ability to follow directions, sufficient manual dexterity to use rubber stamper and file card. Alphabetizing and number sequencing skills. (A-Z; up to fourth number)

Materials: Library setting and required check out materials (rubber stamper, file cards, etc.).

General Instructions: Student needs to be told that it is important to stay at desk assigned, to work quickly, and be polite.

Use the following steps for each item in the sequence:

- a. PA - with physical assistance
- b. VVC - with visual and verbal cues
- c. VC - with verbal cue
- d. I - independently

Sequence:

A. Takes card out of book and stamps card.

1. Student opens back of book and finds card with names written on it.

2. Student looks to see if person who wishes to take out book has clearly written name and whatever other information is required. Student is asked to look for the last name written and one without a date printed next to it.

3. Student takes card out and stamps card, using rubber stamper that is already set (or whatever tool the library uses) for correct due date. Library cards may be color coded so instructor may need to show student the procedures used for the different cards.

B. Opens book and stamps card on inside cover.

   1. Student opens book and stamps card on inside back cover with correct due date.

   2. Student closes book and hands back to person who wishes to check out book.

C. Student files card in card box either numerically, alphabetically, or by putting card behind other cards in card box.

VOCATIONAL SKILLS
SPECIFIC JOB SKILLS/LIBRARY SKILLS

Title: Filing Library Book Cards in Order

Task Objective: Upon request, Student will independently file library cards in order.

Prerequisite Skills: Ability to follow directions. Sufficient manual dexterity to separate and file cards. Number sequencing (up to five) and alphabetizing (to third letter) skills.

Materials: Library setting, and file cards.

General Instructions:

Use following steps for each item in sequence:

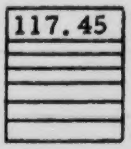
a. PA - with physical assistance
b. VVC - with visual and verbal cues
c. VC - with verbal cue
d. I - independently

Sequence:

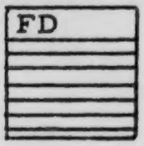
A. Obtains cards.

Student obtains cards from check-out desk or assigned area.

B. Separates cards.

1. Student puts all cards with numbers (e.g., 

) in one pile.

2. Student puts all cards with letters (e.g., 

) on upper left hand corner in one pile.

3. Student puts all cards with particular numerical or alphabetical classification, if so instructed, in a pile.

C. Puts all numbered cards in correct sequence.

1. Student puts all cards in hundreds' piles (e.g., 100's: 118.6, 145.2; 200's: 240.1, 270.0; 300's: 317.9, 380.2, etc.).

2. For each pile, student puts in correct order sequence up to the fifth digit (116.4, 118.2, 119.45, etc.--see number sequencing program). If any two numbers are the same, alphabetize letters on bottom (e.g., 116.4 116.4) up to
third letter if necessary. BAC BAD

3. Student goes through 100's to 900's piles respectively, and puts in correct order.

4. Student sequences hundreds' piles.

D. Alphabetizes all F (fiction) cards (cards with letters in upper left hand corner).

E. Alphabetizes or sequences any particular number or letter combination is so instructed.

F. Puts pile in order.

Student puts pile in order (e.g., numbered cards on bottom alphabetized cards, etc.) if so instructed.

G. Puts cards away.

1. Student takes cards and brings back to check-out desk or assigned area.

2. Student places cards back in box or assigned area.

VOCATIONAL SKILLS
SPECIFIC JOB SKILLS/LIBRARY SKILLS

Title: Straightening Library Shelves.

Task Objective: Upon request, Student will correctly straighten library shelves independently.

Prerequisite Skills: Sufficient manual dexterity to complete task.

Materials: Library setting.

General Instructions: Student works left to right, and top to bottom.

Use following steps for each item in the sequence:
- a. PA - with physical assistance
- b. VVC - with visual and verbal cues
- c. VC - with verbal cue
- d. I - indpendently

Sequence:

1. Student selects or is assigned section of library shelves to be straightened.

2. Student proceeds to designated section.

3. Student checks for backwards or upside down book and "rights" book(s).

4. Student makes all book backs even with shelf edge by pushing books out from behind or pushing books back in.

5. Student pushes bookend tightly in place.

6. Student checks over books by standing back a few feet from shelves and seeing if any books have been missed, then makes corrections.

VOCATIONAL SKILLS
SPECIFIC JOB SKILLS/LIBRARY SKILLS

Title: Placing Non-fiction or Fiction Books in Correct Order

Task Objective: Upon request, Student will correctly rearrange non-fiction or fiction books on shelves into correct numbering order, sequencing up to five digits and three alphabetical letters.

Prerequisite Skills: Sufficient manual dexterity to complete task. Alphabetizing up to three letters. Number sequencing up to five numbers.

Materials: Library setting.

General Instructions: Student uses finger as pointer and guide. Student is to sequence numbers first then letters if both are on book back. Student may do two or more steps simultaneously if capable. Student proceeds from left to right for each shelf. Number sequence may change in middle of row, therefore, Student will need to distinguish change.

Use the following steps for each item in the sequence:

a. PA - with physical assistance
b. VVC - with visual and verbal cues.
c. VC - with verbal cue.
d. I - independently

Sequence:

1. Student selects or is assigned section of library shelves to be rearranged as necessary.

2. Student begins at top shelf, checks to see if all books begin with same numbers (e.g., all 300's, 400's, etc), and pulls unsequenced books and places on an unused portion of shelf.

3. Student returns to beginning of shelf, checks second number in sequence and pulls unsequenced books and places them on an unused portion of shelf.

6/77

4. Student repeats step 3 for remaining three numbers, checking third, fourth, or fifth number accordingly.

5. Student straightens books by making book backs even with shelf edge by pushing books out from behind or pushing books back in, then pushes bookend tightly in place.

6. Student repeats steps 2-5 for second shelf and so on.

VOCATIONAL SKILLS
SPECIFIC JOB SKILLS/LIBRARY SKILLS

Title: Reshelving Library Books

Task Objective: Upon request, Student will independently reshelve fiction and non-fiction books.

Prerequisite Skills: Ability to follow directions, sufficient manual dexterity to reshelve books and roll cart. Knowledge of alphabet in order A-Z. Knowledge of numbers 1-10 in order.

Materials: Library setting including fiction and non-fiction books, library book cart.

General Instructions:

Use following steps for each item in the sequence:

a. PA - with physical assistance
b. VVC - with visual and verbal cues
c. VC - with verbal cue
d. I - independently

Sequence:

If fiction classification use numbers, see C, 1-8.

A. Separates fiction (e.g., F BRA) from non-fiction (e.g., 314.2 NEL)

1. Student goes to assigned area where books are waiting to be reshelved.

2. Student locates fiction books by looking for classification indicator (e.g., F BRA).

3. Student places fiction books on one side of cart.

4. Student locates non-fiction books by looking for classifaction indicator (e.g., 314.2 NEL).

6/77

5. Student places non-fiction books on other side of cart.

B. Reshelves books.

1. Student determines or is assigned to reshelve either fiction or non-fiction books initially.

2. Student rolls cart to appropriate area. If Student is to reshelve non-fiction books, see step C; if fiction, see D.

C. Reshelves non-fiction books.

1. Student looks at first number on book. (e.g., $\underline{3}14.8$ -- 3 is first number). DEF

2. Student finds shelf with sign that has the same number on the book (e.g., $\underline{3}00$ for $\underline{3}14.8$ book; $\underline{5}00$ for $\underline{5}80.6$ book).

3. Student looks at second number on book (e.g., $3\underline{1}4.8$).

4. Student locates books on shelf with the same second number as book in hand (e.g., 1).

5. Student looks at the third number of book ($31\underline{4}.8$).

6. Student locates books on shelf with the same third number (e.g., $31\underline{4}.8$) as the book in hand.

7. Student looks at fourth number on book at hand, number after dot (e.g., $314.\underline{8}$).

8. Student locates books on shelf with the same third number as the book in hand and places book in hand before book on shelf if fourth number is larger for book on shelf; or places book in hand after book on shelf if fourth number of book in hand is larger than fourth number for book on shelf.

Note: Instructor may choose to show Student that, if there is a book on the shelf whose first number is not the same as the first numbers on the books on the same shelf, the Student should remove the book and place on cart to be reshelved later.

9. Student checks over books on shelf and makes sure all books are right side up.

10. Student checks to see if all the edges of the book are even with the edges of the shelf. If not, Student pushes all books out over edge, then gently pushes in until books are even.

11. Student pushes bookends in tightly.

D. Reshelves fiction books.

1. Student looks at book and determines first letter (e.g., O).

2. Student finds shelf with books whose first letter is same as book in hand.

3. Student looks at book and determines second letter (e.g., Oa).

4. Student finds books on shelf with same first and second letters as book in hand.

5. Student determines third letter on book (e.g. Oad).

6. Student finds books on shelf with same first, second, and third letters as book in hand.

7. Student determines fourth letter on book (e.g., Oad's).

8. Student places book before book on shelf whose fourth letter comes after the fourth letter for book in hand; or after book on shelf if fourth letter for book in hand comes after fourth letter for book in shelf.

9. Student checks over books on shelf and makes sure all books are right side up.

10. Student checks to see if all the edges of the book are even with the edges of the shelf. (To do this, push all books out over edge, then gently push in until books are even.)

11. Student pushes bookends in tightly.

6/77

Title: Straightening Library

Task Objective: Upon request, Student will correctly straighten library independently.

Prerequisite Skills: Sufficient manual dexterity to complete task.

Materials: Library setting.

General Instructions:

Use the following steps for each item in the sequence:

a. PA - with physical assistance
b. VVC - with visual and verbal cues
c. VC - with verbal cue
d. I - independently

Sequence:

A. Student checks chairs.

   1. Student makes sure each table has assigned amount of chairs.

   2. Student pushes in chairs.

B. Student clears tables, counters, etc. of books, magazines, and papers that are out of place.

   1. Student deposits books in book drop.

   2. Student deposits magazines in book drop or assigned deposit drop, or gives to librarian.

   3. Student deposits personal books, notebooks, etc. into "lost and found" container.

    4. **Student checks with librarian if not sure of placement of articles.**

C. **Student makes sure garbage and extraneous materials are off tables and floors.**

    1. **Student throws garbage into waste container.**

    2. **Student checks with librarian if not sure of placement of articles.**

D. **Student clears library shelves of any books on top of stacked library book fows or unused shelves.**

    1. **Student determines if books belong to library or are personally owned.**

    2. **Student deposits books in appropriate places.**

E. **Student checks over appearance of library.**

    1. **Student walks through library, checking for overlooked articles.**

    2. **Student reports to librarian for further instructions.**

VOCATIONAL SKILLS
SPECIFIC JOB SKILLS/HORTICULTURE SKILLS

Title: Finding/Naming Tools and Equipment for Horticulture Jobs

Task Objective: Upon request, Student will correctly find/name tools and equipment used for horticulture jobs.

Prerequisite Skills: Can indicate one item from a group by pointing, looking at, grasping, etc. For naming, can imitate words.

Materials: (suggested items)

- spade
- shovel
- pots
- fertilizer
- potting soil
- rake
- hoe
- wheelbarrow
- pick
- hose
- sprinkling unit
- shears
- weeder
- trowel
- clipper
- cultivator
- seeds
- mulch
- plants
- seedlings
- any special clothing to be worn

General Instructions:

Steps:

1. Student on cue finds object with no distractors.
   - a. With physical assistance.
   - b. With visual and verbal cues.
   - c. With verbal cue.
   - d. Independently.

6/77

2. Student on cue finds object with one distractor.
    a. With physical assistance.
    b. With visual and verbal cues.
    c. With verbal cue.
    d. Independently.

3. Student on cue finds object with two or more distractors.
    a. With physical assistance.
    b. With visual and verbal cues.
    c. With verbal cue.
    d. Independently.

4. Student on cue names object.
    a. With physical assistance.
    b. With visual and verbal cues.
    c. With verbal cue.
    d. Independently.

VOCATIONAL SKILLS
SPECIFIC JOB SKILLS/DOMESTIC JOB SKILLS

Title: Finding/Naming Tools and Equipment Used for Domestic Job Skills

Task Objective: Upon request, Student will correctly find/name tools and equipment used for domestic job skills.

Prerequisite Skills: Can indicate one item from a group by pointing, looking at, grasping, etc. For naming, can imitate words.

Materials: (suggested items)

- vacuum cleaner
- assorted brooms
- assorted buckets
- assorted mops
- cleaning solution
- cleanser
- disinfectants
- rubber gloves
- rags
- sponge
- scrubbing brush
- towels
- plastic bags
- step ladder
- window or glass cleaner
- duster
- dust pan
- hand brushes
- paper towels
- spray bottle
- wringer
- squeegee
- toilet bowl cleaner
- toilet bowl brush
- paper cups
- toilet paper holder
- toilet paper
- soap
- paper towel dispenser
- facial tissue

General Instructions: Follow steps for each object.

Steps:

1. Student on cue finds object with no distractors.
    - a. With physical assistance.
    - b. With visual and verbal cues.
    - c. With verbal cue.
    - d. Independently.

2. Student on cue finds object with one distractor.
    a. With physical assistance.
    b. With visual and verbal cues.
    c. With verbal cue.
    d. Independently.

3. Student on cue finds object with two or more distractors.
    a. With physical assistance.
    b. With visual and verbal cues.
    c. With verbal cue.
    d. Independently.

4. Student on cue names object.
    a. With physical assistance.
    b. With visual and verbal cues.
    c. With verbal cue.
    d. Independently.

VOCATIONAL SKILLS
SPECIFIC JOB SKILLS/DOMESTIC JOB SKILLS

Title: Changing Bed Linens

Task Objective: Upon request, Student will independently change linens on bed.

Prerequisite Skills: Manual dexterity to complete task.

Materials: Bed, one or two pillows, bottom sheet, top sheet, two blankets, bedspread, one or two pillow cases, and mattress cover.

General Instructions: Sequence may be used for single or double bed. Sequence is numbered for forward or reverse chain. Adjustments to steps may be necessary to meet physical dexterity and capabilities of each individual Student.

Use the following steps for each item in the sequence:

a. PA - with physical assistance
b. VVC - with visual and verbal cues
c. VC - with verbal cue
d. I - independently

Sequence:

A. Student indentifies materials to be used (e. g., "What is this?" (blanket), or "Show me the blanket.")

B. Student removes spread and blankets and pillows from bed.

   1. Student removes spread and sets aside.

   2. Student removes blankets one at a time and sets aside.

   3. Student removes pillow(s) from pillow case(s) and sets pillow(s) aside.

C. Student removes used linens from bed.

   1. Student removes used sheets from bed.

6/77

2. Student places used pillow case(s) and used bottom sheet in used top top sheet and bundles.

3. Student sets bundle aside.

D. Student secures mattress cover to mattress if applicable.

1. Student obtains mattress cover.

2. Student lays cover on mattress right side up and matches shape.

3. Student starts at one top corner and pulls fitted corner of cover down and around mattress corner.

4. Student rotates around bed repeating step 3 for the remaining three corners.

5. Student pulls sides of over down over sides of mattress.

6. Student smooths top of cover on mattress.

E. Student secures clean fitted bottom sheet to mattress.

1. Student obtains clean fitted bottom sheet.

2. Student lays fitted bottom sheet on mattress right side up and matches shape.

3. Student starts at one corner and pulls fitted corner of sheet down and around mattress corner.

4. Student rotates around bed repeating step 3 for the remaining three corners.

5. Student pulls sides of fitted sheet down over sides of mattress.

6. Student smooths top of sheet on mattress.

F. Student places clean top sheet on mattress.

1. Student obtains clean top sheet.

2. Student finds top edge of sheet.

3. Student lays length of sheet with length of bed and spreads, matching center length of sheet with center length of bed.

4. Student checks and makes adjustments so that equal amounts of sheet are hanging on each side.

5. Student grasps bottom edge of sheet and pulls sheet slowly until top edge of sheet is approximately two inches from top end of mattress.

6. Student smooths top of sheet on matress.

G. Student places bottom blanket on mattress.

1. Student obtains blanket.

2. Student lays length of blanket with length of bed and spreads and matches center length of blanket with center length of bed.

3. Student checks and makes adjustments so that equal amounts of blanket are hanging on each side.

4. Student lines up top edge of blanket with top edge of top sheet.

5. Student grasps bottom edge of blanket and slowly pulls blanket down until flat.

6. Student smooths top of blanket.

H. Student places top blanket on mattress.

1. Student obtains blanket.

2. Student lays length of blanket with length of bed and spreads, matching center length of blanket with center of bed.

3. Student checks and makes adjustments so that equal amounts of blanket are hanging on each side.

4. Student lines up top edge of blanket with top edge of first blanket.

5. Student grasps bottom edge of top blanket and slowly rustles top blanket until flat.

6. Student smooths top of blanket.

I. Student secures top sheet and blanket(s) to mattress using hospital method.

1. Student tucks under top sheet and blankets at bottom of mattress.

2. Student moves up side edge of sheet about eight inches from bottom corner and lifts top sheet and blankets onto top of bed and smooths.

3. Student tucks portion of sheet and blankets hanging below fold under mattress.

4. Student brings fold on top down to hang along side and smooths.

5. Repeat steps 2, 3, and 4 for other side.

J. Student puts spread on bed.

1. Student obtains spread.

2. Student lays length of spread with length of bed and spreads, matching center length of spread with center length of bed.

3. Student checks and makes adjustments so that equal amounts of spread are hanging from each side and necessary amount for covering pillow(s) is at top of bed. An approximate length of spread, one width of pillow should be extra at top of bed.

4. Student smooths top of spread.

5. Student straightens portion of spread hanging over bottom end of bed, then smooths.

K. Student prepares top part of bedspread for pillow(s) placement.

1. Student folds top of bedspread back until fold is approximately one and one-half pillow width from top edge of mattress.

2. Student checks and makes adjustments so that fold is straight and parallel with top edge of bed.

3. Student smooths folded section of spread.

L. Student secures pillow case(s) to pillow(s).

1. Student obtains pillow.

2. Student obtains pillow case and unfolds.

3. Student grasps by inserting thumbs down along open inside corner, open corner end of pillow (one side in each hand) and shakes pillow case to open.

4. Holding pillow case in one hand by open edge corner, Student holds pillow against body with forearms, matching length of body with length of pillow.

5. Student grasps remaining pillow case corner with other hand and slides pillow case on pillow.

6. Student shakes pillow down into pillow case.

7. Student repeats steps 1-6 for second pillow.

M. Student positions covered pillow(s) on bed.

1. Single bed--Student obtains covered pillow and positions on center of top of mattress with length of pillow parallel with top edge of bed.

2. Double bed--Student obtains one covered pillow and positions on top of mattress with length of pillow parallel with top edge of bed and placing closed end of pillow adjacent to center length dividing line of mattress.

3. Student repeats step 2 with second pillow only placing pillow on other side of mattress.

N. Student covers pillow(s) with surplus bedspread.

1. Student grasps adge of bedspread and flips bedspread up over pillow(s).

2. Student smooths bedspread over pillow(s).

3. Student tucks edge of bedspread down behind pillow(s).

6/77

O. Student creases spread under pillow(s).

1. (Omit this step for reverse chain.) Student stands facing top of bed and places hand closest to bed flat under crease of pillow at middle point of bed.
2. Student slides hand under pillow with gentle pushing motion up under pillow and sliding hand to outside of bed.
3. Student slides hand under pillow with gentle pushing motion up under pillow and sliding hand to outside of bed on other side.
4. Student stands facing top of bed and places hand closest to bed flat under crease of pillow at middle point of bed.

P. Student smooths top of bed.

VOCATIONAL SKILLS
SPECIFIC JOB SKILLS/FOOD SERVICE SKILLS

Title: Finding/Naming Tools and Equipment Used for Food Service Jobs

Task Objective: Upon request, Student will correctly find/name tools and equipment used for food service jobs.

Prerequisite Skills: Can indicate one item from a group by pointing, looking at, grasping, etc. For naming, can imitate words.

Materials: (suggested items)

- apron
- hairnet
- rubber gloves
- plastic gloves
- sink
- soap
- towels
- dishcloth
- scrubbing brush
- scrubbing pad
- cleaning solution
- cleanser
- stacking racks
- assorted pots, pans and lids
- sponge
- assorted serving utensils
- trays
- dishes
- glasses
- cups
- related paper products (dishes, cups, etc.)
- napkins
- ice cream machine
- beverage dispenser
- freezer
- warming units
- griddle
- milk machine if available
- serving counters
- silverware
- assorted containers
- stove
- oven
- refrigerator
- dishwasher

General Instructions:

Steps:

1. Student on cue finds object with no distractors.

    a. With physical assistance.

    b. With visual and verbal cues.

    c. With verbal cue

    d. Independently

2. Student on cue finds object with one distractor.

   a. With physical assistance.

   b. With visual and verbal cues.

   c. With verbal cue.

   d. Independently.

3. Student on cue finds object with two or more distractors.

   a. With physical assistance.

   b. With visual and verbal cues.

   c. With verbal cue.

   d. Independently.

4. Student on cue names object.

   a. With physical assistance.

   b. With visual and verbal cues.

   c. With verbal cue.

   d. Independently.

VOCATIONAL SKILLS
SPECIFIC JOB SKILLS/FOOD SERVICE SKILLS

Title: Serving Food on Serving Line

Task Objective: Upon request, Student will correctly serve food on food service line independently.

Prerequisite Skills: Ability to follow directions. Sufficient manual dexterity to complete task.

Materials: Setting appropriate for food serving.

General Instructions: Proper hygienic practices should be taught and followed explicitly.

Use the following steps for each item in the sequence:

a. PA - with physical assistance
b. VVC - with visual and verbal cues
c. VC - with verbal cue
d. I - independently

Sequence:

1. Student reports to correct location.
2. Student clocks in or checks in, etc, depending on situation.
3. Student washes hands in appropriate place.
4. Student puts on apron, gloves, and hairnet if required.
5. Student goes to assigned location on service line.
6. Student serves food as requested. (Note: since various utensils can be used for serving, instructor will need to teach accordingly. E.g., ladle, spatula, measuring cup, spoon, hand, tongs, etc.
7. Student will refill serving pan when needed relative to situation.
8. Student will return surplus food to correct temporary or permanent storage area.

9. Student returns apron, gloves, and hairnet to appropriate place.
10. Student clocks out or checks out depending on situation.

Title: Operating Industrial Dishwasher

Task Objective: Upon request, Student will correctly prepare dishes and/or utensils for washing, load machine, operate machine, and dry and stack dishes and/or utensils independently.

Prerequisite Skills: Ability to follow directions, sufficient manual dexterity to complete the task.

Materials: Setting and materials appropriate for washing and storing dishes and/or utensils.

General Instructions: The Instructor may choose to teach any component (A, B, or C) of this program; however, the terminal objective is equal skill in all components.

Use the following steps for each item in the sequence:

a. PA - with physical assistance
b. VVC - with verbal and visual cues
c. VC - with verbal cue
d. I - independently

This program is initiated after Student has reported to work.

Sequence:

A. Preparing dishes and/or utensils for washing.

1. Student finds apron and/or gloves, if required, and puts on.
2. Student goes to sink.
3. Student rinses dirty dishes and/or utensils.
4. Student closes drain and places dirty dishes and/or utensils in sink.

5. Student fills sink so that all dishes can be covered without allowing water to flow out.

6. Student locates and gets scrub brush and steel wool if necessary and proceeds to scrub dishes and/or utensils, making sure all dried food is removed.

7. Student finds rack for washer unit and proceeds to stack dishes and/or utensils correctly in rack. Dishes should be placed straight in, as close to a 90 degree angle as possible resting against holders. Note: Instructor should include the use of different types of racks and stacking combinations.

B. Operating utensil washer unit.

1. Student pulls down drain handle of washer unit until it stops.

2. Student slides rack full of dishes and/or utensils into unit, making sure there is enough clearance on both sides so that sliding doors can be closed.

3. Student pushes drain handle up until it stops and sliding doors close on both sides.

4. Student finds start button and presses button once.

5. Student listens to machine to make sure it is operating. (Sound of water flowing in machine should be heard.)

C. Drying and stacking.

1. Student pulls down drain handle after machine has stopped. Make sure machine has stopped by listening to machine to see if any water is still flowing in (Note: some machines will make two clicks before they stop.)

2. Student pulls rack out of washer unit.

3. Student finds appropriate cloth and proceeds to dry dishes and/or utensils.

4. Student places dried dishes and/or utensils in designated area.

D. Terminating objective.

Student will prepare dishes and/or utensils for washing, operating washer unit, and drying and stacking clean dishes and/or utensils with equal facility.

Title: Cleaning Tables

Task Objective: Upon request, Student will clean designated number of tables in cafeteria appropriately and independently.

Prerequisite Skills: Ability to follow directions. Sufficient motor ability to manipulate necessary tools.

Materials: Bucket, sponge, water supply, and soap.

General Instructions:

Use following steps for each item in the sequence:

a. PA - with physical assistance
b. VVC - with verbal and visual cues
c. VC - with verbal cue
d. I - independently

Sequence:

A. Untimed

1. Student locates and obtains necessary materials.
2. Student goes to work area with materials and places bucket in designated spot.
3. Student goes to assigned tables.
4. Student clears table top of trays, silverware, paper, etc.
5. Student places waste in nearest receptacle and returns trays, silverware, etc., to appropriate tray counter.
6. Student dips sponge in bucket containing water and soap.
7. Student wrings sponge until slightly wet.

8. Student wipes assigned table in established wiping pattern (preferably circular motion).

9. Student checks to see if all of table has been cleaned.

10. Student rinses sponge after each table.

11. Student cleans tables in an assigned order.

12. When finished, Student returns sponge to bucket.

13. Student returns materials to storeroom.

B. Timed

Student completes all tasks in Phase A in decreased time periods. Instructor establishes time criteria for each individual Student.

VOCATIONAL SKILLS
SPECIFIC JOB SKILLS/JANITORIAL SKILLS

Title: Cleaning Dining Room (cafeteria)

Task Objective: Upon request, Student independently obtains necessary materials, completes tasks required to clean dining room (cafeteria), and returns materials to storage.

Prerequisite Skills: Ability to follow directions. Sufficient motor ability to manipulate necessary tools. Uses vacuum cleaner or sweeper and uses broom.

Materials: Vacuum cleaner, rag or sponge, water (use bucket of water if source is not in close proximity), cleaning solution (if needed), and broom (if needed).

General Instructions:

Use the following steps for each item in the sequence:

a. PA - with physical assistance
b. VVC - with visual and verbal cues
c. VC - with verbal cue
d. I - independently

Sequence:

A. Untimed

1. Student locates and obtains necessary materials.

2. Student goes to designated area with materials.

3. Student clears tables of everything except napkin holders and ash trays.

4. Student dumps ash trays and returns to table.

5. Student goes to water source. If water source is not in close proximity, Student fills bucket at water source and brings bucket close to table.

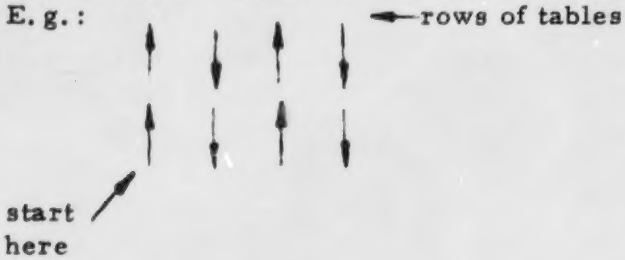
6/77

6. Student wets rag or sponge in water and wrings until damp, but not dripping.

7. Student goes to table and cleans surface in an established pattern (e.g., clockwise, starting from center, spiraling outwards).

8. Student rinses rag or sponge (number of rinses determined by number and size of tables).

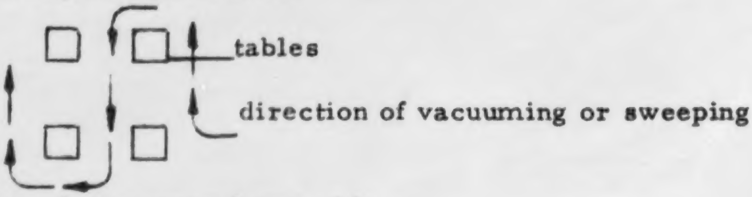
9. Student washes tables in an assigned order.
E.g.:



10. Student places rag or sponge in sink or bucket, if needed.

11. Student finds electrical outlet and plugs in vacuum cleaner. If floor is not carpeted, Student locates and obtains broom.

12. Student follows assigned directional pattern and proceeds to vacuum or sweep assigned area.
E.g.:



13. Student moves chairs away from table.

14. Student proceeds to vacuum or sweep under tables.

15. Student returns chairs to correct position before proceeding to next table.

16. Student returns materials to storage room or other designated area.

B. Timed

Student completes all tasks in Phase A in decreased time periods. Establish time criteria for each individual student.

ADDITIONS 9/79

SELF-HELP SKILLS
DRESSING

Title: Tying A Shoe - Bow Knot Method

Task Objective: Presented with the verbal cue, "tie your shoe" the Student will tie shoelaces into a bow.

Prerequisite Skills: Physical ability to tie a bow.

Materials: Shoe with laces.

General Instructions: Phase I - shoe is on table in front of Student.

Phase II - shoe is on Student's foot.

Before each trial, shoe is untied and returned to Student, loosely laced.

Steps:

1. Instructor gives cue "pull tight". Student grasps one lace in each hand and pulls laces until shoe is tightly laced.

    a. With physical assistance

    b. With additional visual and verbal cues

    c. With additional verbal cue

    d. Independently on initial cue

2. Instructor gives cue "pull tight". Student pulls laces tight. Instructor gives cue "cross over". Student crosses right lace over to left side of shoe and left lace over to right side of shoe.

    a. With physical assistance

    b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

3. Instructor gives cue "pull tight". Student pulls laces tight. Instructor gives cue "cross over". Student crosses laces. Instructor gives cue "put one under". Student puts one lace under the other to make an overhand knot.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

4. Instructor gives cue "pull tight". Student pulls laces tight. Instructor gives cue "cross over". Student crosses laces. Instructor gives cue "put one under". Student makes an overhand knot. Instructor gives cue "pull tight". Student pulls overhand knot tight.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

5. Instructor gives cues for overhand knot: "pull tight," "cross over", "put one under", "pull tight". Student makes an overhand knot. Instructor gives cue "make a loop". Student shapes a loop on one lace.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

6. Instructor gives cues for overhand knot: "pull tight", "cross over", "put one under", "pull tight". Student makes an overhand knot. Instructor gives cue to "make a loop". Student makes loop. Instructor gives cue "go around". Student wraps opposite lace around base of loop.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

7. Instructor gives cues for overhand knot: "pull tight", "cross over", "put one under", "pull tight". Student makes an overhand knot. Instructor gives cue "make a loop". Student makes a loop. Instructor gives cue "go around". Student wraps lace around loop. Instructor gives cue "push it through". Student pushes lace through hole made by wrapping lace around loop. This makes two loops.

a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

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8. Instructor gives cues for overhand knot: "pull tight", "cross over", "put one under", "pull tight". Student makes an overhand knot. Instructor gives cue, "make a loop". Student makes a loop. Instructor gives cue "go around", Student wraps lace around loop. Instructor gives cue "push it through", Student pushes lace through to make two loops. Instructor gives cue "pull the loops". Student pulls both loops, tightening bow knot.

a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

9. Instructor gives cue "tie your shoe", Student ties shoe.

a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

SELF-HELP SKILLS
PERSONAL HYGIENE AND GROOMING

Title: Using Toilet When Taken (trip trained)

Task Objective: The Student's pants will remain clean and dry, and the Student will use the toilet for urination and bowel movements when he is taken to the toilet according to an established time schedule.

Prerequisite Skills:

Materials: Toilet, potty chair or special seat

General Instructions:
Use set time increments only until a definite time schedule has been established.

Steps:

1. Instructor takes Student to the toilet every 1/2 hour until Student remains clean and dry for a full day(s).

2. Instructor takes Student to the toilet every hour until Student remains clean and dry for a full day(s).

3. Instructor takes Student to the toilet every 1 1/2 hours until Student remains clean and dry for a full day(s).

4. Instructor takes Student to the toilet every 2 hours until Student remains clean and dry for a full day(s).

5. Instructor takes Student to the toilet, according to established time schedule until student remains clean and dry for five consecutive days.

6/79

MOTOR DEVELOPMENT SKILLS
GROSS MOTOR SKILLS

Title: Walking In A Walker

Task Objective: Presented with the verbal cue "walk to the ____" the Student will walk in walker, independently, for 10 feet.

Prerequisite Skills: Can bear weight, can take steps with assistance.

Materials: Walker, reinforcing objects

General Instructions: Place the reinforcing object at the 10 foot line as a goal for the child to walk to.
NOTE: Program is reverse chained.

Steps:

1. The Instructor assisting the Student, hand over hand, guides the walker in a straight path for 10 feet.

2. Instructor assists Student to walk straight for 9 feet; Student walks straight for last foot.

   a. With physical assistance

   b. Independently on initial cue

3. Instructor assists student to walk straight for 8 feet; Student walks last two independently.

   a. With physical assistance

   b. Independently on initial cue

4. Instructor assists Student to walk straight for 7 feet; Student walks last three independently.

   a. With physical assistance

   b. Independently on initial cue

5. Instructor assists Student to walk straight for 6 feet; Student walks last four independently.

    a. With physical assistance

    b. Independently on initial cue

6. Instructor assists Student to walk straight for 5 feet; Student walks last 5 feet independently.

    a. With physical assistance

    b. Independently on initial cue

7. Instructor assists Student to walk straight for 4 feet; Student walks last 6 feet independently.

    a. With physical assistance

    b. Independently on initial cue

8. Instructor assists Student to walk straight for 3 feet; Student walks last 7 feet independently.

    a. With physical assistance

    b. Independently on initial cue

9. Instructor assists Student to walk straight for 2 feet; Student walks last 8 feet independently.

    a. With physical assistance

b. Independently on initial cue

10. Instructor assists Student to walk straight for 1 foot; Student walks last 9 feet independently.

    a. With physical assistance

    b. Independently on initial cue

11. Student walks independently with walker for 10 feet.

Title: Riding Tricycle - Feet Strapped to Pedals

Task Objective: Placed on a tricycle with his feet strapped to the pedals and given the cue "ride the trike", the Student will ride the tricycle continuously for five yards.

Prerequisite Skills: Interest in the trike, adequate muscle tone and strength.

Materials: Appropriate size tricycle equipped with strap pedals.

General Instructions:

1. Student sits on trike with feet strapped in place and hands placed on bars.
    a. With physical assistance
    b. With additional visual and verbal cues
    c. With additional verbal cues
    d. Independently on initial cue
2. Student sits on trike with feet strapped in place and hands on bars and allows legs to turn reciprocally while being pulled forward five yards.
    a. With physical assistance
    b. With additional visual and verbal cues
    c. With additional verbal cues

d. Independently on initial cue

3. Student sits on trike with feet strapped in place and hands on bars. Student applies pressure occasionally to pedals as Instructor pulls trike five yards forward.

4. Student sits on trike with feet strapped in place and hands on bars. Student independently pedals trike forward one revolution of pedals at some point while Instructor pulls trike five yards forward.

5. Student sits on trike with feet strapped in place and hands on bars. Student independently pedals trike forward two revolutions while Instructor pulls trike five yards forward.

6. Student sits on trike with feet strapped in place and hands on bars. Student independently pedals trike forward three revolutions while Instructor pulls trike five yards forward.

7. Student sits on trike with feet strapped in place and hands on bars. Student independently pedals trike forward four revolutions while Instructor pulls trike five yards forward.

8. Student sits on trike with feet strapped in place and hands on bars. Student independently pedals trike forward five revolutions while Instructor pulls trike five yards forward.

9. Student sits on trike with feet strapped in place and hands on bars. Instructor pulls trike one revolution forward, Student independently pedals forward the rest of the five yards forward.

10. Student sits on trike with feet strapped in place and hands on bars. Student pushes on pedals and pedals trike forward five yards.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

d. Independently on initial cue

MOTOR DEVELOPMENT SKILLS
GROSS MOTOR SKILLS

Title: Maintains Long-Leg Sitting

Task Objective: Presented with the verbal cue "sit up, legs out", the Student will long sit with hands on knees for two minutes.

Prerequisite Skills: Sits Tailor fashion.

Materials: Stopwatch

General Instructions: The following times apply to each step:

2 seconds
4 seconds
6 seconds
8 seconds
10 seconds
15 seconds
20 seconds
25 seconds
30 seconds
35 seconds
40 seconds
45 seconds
60 seconds
75 seconds
90 seconds
105 seconds
120 seconds

1. Student ring sits (feet touching and knees flexed 90°) with arms extended and hands placed on floor between knees. Student holds head up. Student maintains this position for specified time.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

2. Student ring sits with feet 3 inches apart, hands on floor between knees, arms extended and head up. Student maintains this position for specified time.

   a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

3. Student ring sits with feet 6 inches apart, hands on floor between knees, arms extended and head up. Student maintains this position for specified time.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

4. Student ring sits with feet 6 inches apart, hands on floor outside of knees, arms extended and head up. Student maintains this position for specified time.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

d. Independently on initial cue

5. Student ring sits with feet 6 inches apart, hands on floor outside of knees, arms extended and head up. Instructor moves Student's legs so that Student's feet are 3 inches farther in front of Student from original position. Student maintains this position for specified time.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

6. Student ring sits with feet 6 inches apart, hands on floor outside of knees, arms extended and head up. Legs are placed so that Student's feet are 6 inches farther in front of Student from original position. Student maintains this position for specified time.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

7. Student ring sits with feet 6 inches apart, hands on floor outside of knees, arms extended and head up. Legs are placed so that Student's feet are 9 inches farther in front of Student from original position. Student maintains this position for specified time.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

8. Student long sits with hands on floor outside of knees, arms extended, and head up. Student maintains this position for specified time.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

9. Student long sits with non-preferred hand on floor outside of knee, arm extended and head up. Other hand relaxes on knee. Student maintains this position for specified time.

   a. With physical assistance

ADDITIONS 9/79

371

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

10. Student long-leg sits with both hands relaxing on knees. Student maintains this position for specified time.

a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

MOTOR DEVELOPMENT SKILLS
GROSS MOTOR SKILLS

Title: Tailor Sitting

Task Objective: Presented with the cue "sit up, legs crossed", the Student will sit Tailor fashion for five minutes.

Prerequisite Skills: Adequate muscle tone to develop sitting.

Materials: Stopwatch

General Instructions:

1. Instructor places Student on floor with knees bent and ankles crossed. Instructor places hands on Student's shoulders and holds proper position for two seconds.
2. Instructor places Student on floor with knees bent and ankles crossed. Instructor uses four fingers on each of Student's shoulders to maintain proper position for two seconds.
3. Instructor places Student on floor with knees bent and ankles crossed. Instructor uses three fingers on each of Student's shoulders to maintain proper position for two seconds.
4. Instructor places Student on floor with knees bent and ankles crossed. Instructor uses two fingers on each of Student's shoulders to maintain proper position for two seconds.
5. Instructor places Student on floor with knees bent and ankles crossed. Instructor uses index finger on each of Student's shoulders to maintain proper position for two seconds.
6. Instructor places Student on floor with knees bent and ankles crossed. Instructor uses index finger on one of Student's shoulders to maintain proper position for two seconds.
7. Instructor places Student on floor with knees bent and ankles crossed. Student maintains proper position for the time specified:

2 seconds
4 seconds
6 seconds
10 seconds
15 seconds
20 seconds
30 seconds
40 seconds
50 seconds
60 seconds
80 seconds
100 seconds
120 seconds
150 seconds
180 seconds
210 seconds
240 seconds
270 seconds
300 seconds

MOTOR DEVELOPMENT SKILLS
FINE MOTOR SKILLS

Title: Cutting Paper On A Line

Task Objective: Given a pair of scissors and a piece of paper with a shape or picture printed on it, the Student will cut out the shape or picture deviating no more that 1/8 inch from the line.

Prerequisite Skills: Can manipulate scissors, can hold paper.

Materials: Paper with design for cutting, scissors.

General Instructions: Lines and shapes should be on paper between 5 x 7 and 9 x 12.

1. Given the cue "cut on the line", the Student will cut on a 3-inch long line.
    a. With physical assistance
    b. With additional visual and verbal cues
    c. With additional verbal cues
    d. Independently on initial cue

2. Given the cue "cut on the line", the Student will cut on a 6-inch long line.
    a. With physical assistance
    b. With additional visual and verbal cues
    c. With additional verbal cues

d. Independently on initial cue

3. Given the cue "cut on the line", the Student will cut on a 9-inch long line.

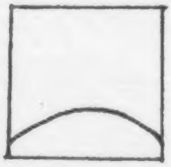
   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

4. Given the cue "cut on the line", the Student will cut out a the design shown below.



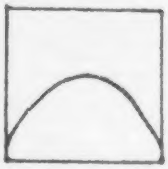
   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

5. Given the cue "cut on the line", the Student will cut out the design shown below.



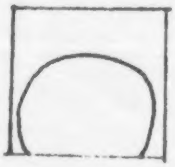
a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

6. Given the cue "cut on the line", the Student will cut out the design shown below.



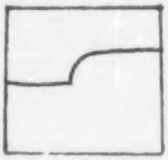
a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

7. Given the cue "cut on the line", the Student will cut out the design shown below.



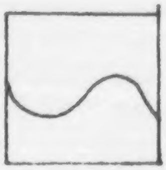
a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

8. Given the cue "cut on the line", the Student will cut out the design shown below.



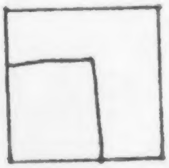
a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

9. Given the cue "cut on the line", the Student will cut out the design shown below.



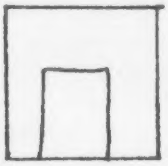
a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

10. Given the cue "cut on the line", the Student will cut out the design shown below.



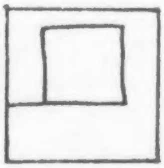
a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

11. Given the cue "cut on the line", the Student will cut out the design shown below.



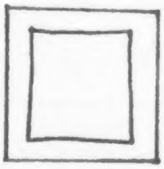
a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

12. Given the cue "cut on the line", the Student will cut out the design shown below.



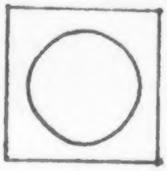
a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

13. Given the cue "cut on the line", the Student will cut out the design shown below.



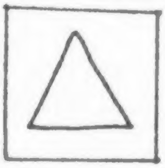
a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

14. Given the cue "cut on the line", the Student will cut out the design shown below.



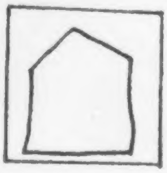
a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

15. Given the cue "cut on the line", the Student will cut out the design shown below.



a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

6/79

Title: Matching Groups of Objects by Sound

Task Objective: Presented with a sound (bell, whistle,...) and the cue "match" the Student will indicate the object from a group of four and make the matching sound.

Prerequisite Skills:

Materials: Objects that make noise - two of each.

General Instructions: Use a screen or partition to make noise. Teach sounds in sets of three.

EXAMPLE:

Set One	Set Two
Bell	Ball (bouncing)
Whistle	Tamborine
Block (falling)	Triangle

NOTE: Distractors are noises not being taught.

1. Instructor presents noisemaker with no distractors in front of Student. Instructor makes noise with matching object and says "Match". Student matches the correct noisemaker.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

2. Instructor presents noisemaker with one distractor in front of the Student. Instructor makes noise with matching object and says "Match". Student matches the correct noisemaker.

   a. With physical assistance

   b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

3. Instructor presents noisemaker with two distractors in front of the Student. Instructor makes noise with matching object and says "Match". Student matches the correct noisemaker.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

4. Instructor presents noisemaker with three distractors in front of the Student. Instructor makes noise with matching object and says "Match". Student matches the correct noisemaker.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

Title: Matching Groups of Objects by Texture

Task Objective: Presented with a textured object (rough, smooth, ridged,...) and the "match" the Student will indicate the matching object from a group of four.

Prerequisite Skills:

Materials: Textured objects

General Instructions: Teach textures in sets of three.

EXAMPLE: Set One
Smooth
Ridged
Bumpy

NOTE: Distractors are textures not being taught.

1. Instructor presents textured object with no distrators in front of Student. Instructor gives Student matching textured object to feel and says "Match". Student matches the correct texture.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

2. Instructor presents textured object with one distractor in front of the Student. Instructor gives Student matching textured object to feel and says "Match". Student matches the correct texture.

   a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

3. Instructor presents textured object with two distractors in front of Student. Instructor gives Student matching textured object to feel and says "Match". Student matches the correct texture.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

4. Instructor presents textured object with three distractors in front of Student. Instructor gives Student matching textured object to feel and says "Match". Student matches the correct texture.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

d. Independently on initial cue

6/79

Title: Finding Things That Are The Same

Task Objective: Presented with an object and the cue "Find the same" the Student will indicate as many as ten matching objects from a group of fifteen.

Prerequisite Skills: Matches objects

Materials: Several groups of ten matching objects (pennies, blocks, etc.)

General Instructions:

1. Instructor presents four objects in front of Student; two same objects and two different distractors. Instructor holds up another object matching the two same objects in front of Student. Instructor says "Match, find the same". Student finds the matching object(s). Instructor repeats cue for both objects if necessary.

    a. With physical assistance

    b. With additional visual and verbal cues

    c. With additional verbal cues

    d. Independently on initial cue

2. Instructor presents seven objects in front of Student; four same objects and three different distractors. Instructor holds up another object matching the four same objects in front of Student. Instructor says "Match, find the same". Student finds the matching objects. Instructor repeats cue for each matching object if necessary.

    a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

3. Instructor presents ten objects in front of Student; five same objects and five different distractors. Instructor puts down another object matching the five same objects. Instructor says "Find the same". Student finds all the matching objects with the single cue.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

4. Instructor presents fifteen objects in front of the Student (for each trial, change the number of same objects - up to ten). Instructor pulls one of the same objects from the group. Instructor says "Find the same". Student finds all the matching objects with the single cue.

   a. With physical assistance

   b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

6/79

Title: Sorting Objects and Pictures

Task Objective: Presented with a group of up to twenty-five objects or pictures that can be sorted into groups of the same and given the cue to sort them into like groups, the Student will sort the objects or pictures.

Prerequisite Skills: Matching objects, finds things that are the same.

Materials: Several groups of like objects (pennies, bolts, paper clips, blocks, pictures). Boxes or containers into which to sort objects.

General Instructions:

1. Instructor presents a group of ten objects - five of one kind of object and five of another kind of object. Instructor places one of each object in each of two containers. Instructor gives cue "sort, find the same". Student sorts objects into the two containers.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

2. Instructor presents a group of fifteen objects - five of each of three different objects. Instructor places one of each object in each of three containers. Instructor gives cue "sort". Student sorts objects into the three containers.

   a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

3. Instructor presents a group of twenty objects - five of each of four different objects. Instructor places one of each object in each of four containers. Instructor gives cue "sort". Student sorts objects into the four containers.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

4. Instructor presents a group of twenty-five objects - five of each of five different objects. Instructor places one of each object in each of five containers. Instructor gives cue "sort". Student sorts objects into the five containers.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

d. Independently on initial cue

5. Instructor presents a group of twenty-five objects - five groups of like objects. Instructor presents five containers and gives cue "sort". Student sorts the five groups into the five containers.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

Title: Working Ten-Piece Puzzles

Task Objective: Given a ten-piece wooden puzzle board, and the ten puzzle pieces, the Student will fit the pieces into the puzzle until it is completed.

Prerequisite Skills: Can work a variety of one-piece, two piece, three-piece and four-piece puzzles.

Materials: At least five different ten-piece puzzles.

General Instruction:

NOTE: This program is reverse chained.

1. Instructor presents puzzle then removes pieces. Instructor works puzzle until one piece is **left out.** Instructor gives piece to Student and says "Work the puzzle". Student fits last piece into puzzle.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

2. Instructor presents puzzle then removes pieces. Instructor works puzzle until only two pieces are left out. Instructor gives pieces to Student and says "Work the puzzle". Student fits last two pieces into puzzle.

   a. With physical assistance

   b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

3. Instructor presents puzzle, then removes pieces. Instructor works puzzle until three pieces are left out. Instructor gives pieces to Student and says "Work the puzzle". Student fits last three pieces into puzzle.

    a. With physical assistance

    b. With additional visual and verbal cues

    c. With additional verbal cues

    d. Independently on initial cue

4. Instructor presents puzzle, then removes pieces. Instructor works puzzle until four pieces are left out. Instructor gives pieces to Student and says "Work the puzzle". Student fits last four pieces into puzzle.

    a. With physical assistance

    b. With additional visual and verbal cues

    c. With additional verbal cues

    d. Independently on initial cue

5. Instructor presents puzzle, then removes pieces. Instructor works puzzle until five pieces are left out. Instructor gives pieces to Student and says "Work the puzzle". Student fits last five pieces into puzzle.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

6. Instructor presents puzzle, then removes pieces. Instructor works puzzle until six pieces are left out. Instructor gives pieces to Student and says "Work the puzzle". Student fits last six pieces into puzzle.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

7. Instructor presents puzzle, then removes pieces. Instructor works puzzle until seven pieces are left out. Instructor gives pieces to Student and says "Work the puzzle". Student fits last seven pieces into puzzle.

   a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

8. Instructor presents puzzle then removes pieces. Instructor works puzzle until eight pieces are left out. Instructor gives pieces to Student and says "Work the puzzle". Student fits last eight pieces into puzzle.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

9. Instructor presents puzzle then removes pieces. Instructor starts puzzle by putting in first piece. Instructor gives nine pieces to Student and says, "Work the puzzle." Student fits last nine pieces into puzzle.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

d. Independently on initial cue

10. Instructor presents puzzle then removes pieces. Instructor gives puzzle and pieces to student and says "Work the puzzle". Student puts all ten pieces into puzzle.

    a. With physical assistance

    b. With additional visual and verbal cues

    c. With additional verbal cues

    d. Independently on initial cue

Title: Holding Pencil

Task Objective: Presented with a pencil placed in front of him, the Student will pick up the pencil and hold it correctly in his dominant hand.

Prerequisite Skills: Motor ability to perform task, dominant hand.

Materials: Two pencils

General Instructions: "Correctly" holding a pencil is defined as holding the pencil, near the point, with the thumb and index finger resting on the side of the middle finger.

One way to facilitate correct pencil holding is to use a "pencil grip". This is a triangular rubber sleeve which fits over the shaft of the pencil. The flat sides of the triangle facilitate proper positioning of the fingers. "Pencil Grips" are available through Developmental Learning Materials (DLM).

1. Instructor says "Hold the pencil" and places pencil correctly in Student's hand. Instructor holds pencil correctly in Student's hand and repeats cue, "hold the pencil". Instructor removes hand and Student holds pencil for ten seconds.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

2. Instructor says "Hold the pencil" and places pencil correctly in Student's hand. Student holds pencil correctly for ten seconds.

   a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

3. Instructor says "Hold the pencil" and places the pencil in the the crook of thumb and index finger. Student places fingers correctly around pencil and holds pencil correctly for ten seconds.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

4. Instructor says "Hold the pencil" and holds pencil out for student to place hand correctly around it. Student takes pencil into hand correctly and holds it for ten seconds.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

d. Independently on initial cue

5. Instructor places pencil on surface in front of Student and says "Hold the pencil". Student picks up pencil and places it in dominant hand. Student holds pencil correctly for ten seconds.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

BASIC ACADEMIC SKILLS
WRITING

Title: Scribbling

Task Objective: Presented with a piece of paper and a pencil, the Student will hold the pencil correctly and scribble on the paper.

Prerequisite Skills: Student holds a pencil correctly.

Materials: Paper, two pencils

General Instructions: It may be easier if the paper is taped to the table so it does not move around or distract Student.

1. Instructor gives Student one pencil. Student takes pencil and holds it correctly in dominant hand. Instructor takes other pencil and makes a single direction mark on the paper. Instructor says "Scribble on the paper". Student makes a single mark on the paper.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

2. Instructor gives Student one pencil. Student takes pencil and holds it correctly in dominant hand. Instructor takes other pencil and makes a two-direction mark on the paper. Instructor says "Scribble on the paper". Student makes a two-direction mark on the paper.

   a. With physical assistance

   b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

3. Instructor gives Student one pencil. Student takes pencil and holds it correctly in dominant hand. Instructor takes other pencil and makes a three-direction mark (up-down-up, side-to-side-to-side) on the paper. Instructor says "Scribble on the paper". Student makes a three-direction mark on the paper.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

4. Instructor gives Student one pencil. Student takes pencil and holds it correctly in dominant hand. Instructor takes other pencil and scribbles on paper for two seconds. Instructor says "Scribble on the paper". Student scribbles on paper for two seconds.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

d. Independently on initial cue

5. Instructor gives Student one pencil. Student takes pencil and holds it correctly in dominant hand. Instructor takes other pencil and scribbles on paper for five seconds. Instructor says "Scribble on the paper". Student scribbles on paper for five seconds.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

6. Instructor gives Student one pencil. Student takes pencil and holds it correctly in dominant hand. Instructor takes other pencil and scribbles on paper for ten seconds. Instructor says "Scribble on the paper". Student scribbles on paper for ten seconds.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

7. Instructor gives Student one pencil. Student takes pencil and holds it correctly in dominant hand. Instructor touches paper on table and says "Scribble on the paper". Student scribbles on paper for ten seconds.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

8. Instructor gives Student one pencil. Student takes pencil and holds it correctly in dominant hand. Instructor says "Scribble on the paper". Student scribbles on paper for ten seconds.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

Title: Joining A Series of Dots With A Pencil

Task Objective: Presented with a series of dots on paper making vertical, horizontal and circular lines. The Student will join the series of dots with a pencil to make the lines and shapes.

Prerequisite Skills: Can hold pencil correctly, can scribble with pencil on paper, visual ability to see dots.

Materials: Pencil, paper, worksheets

General Instructions: It may be easier if the worksheet is taped to the table so it does not move around or distract Student.

Lines should always be drawn from left to right and top to bottom. Circle should start at top and be drawn counterclockwise.

1. Instructor shows worksheet #1, two horizontal dots one inch apart. Instructor draws horizontal line between the two dots. Instructor erases line, gives pencil to Student, and says "Draw the line". Student draws horizontal line between the two dots.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

2. Instructor shows worksheet #2, two vertical dots one inch apart. Instructor draws vertical line between the two dots. Instructor erases line, gives pencil to Student, and says "Draw the line". Student draws vertical line between the two dots.

   a. With physical assistance

c. With additional verbal cues

d. Independently on initial cue

3. Instructor gives Student one pencil. Student takes pencil and holds it correctly in dominant hand. Instructor takes other pencil and makes a three-direction mark (up-down-up, side-to-side-to-side) on the paper. Instructor says "Scribble on the paper". Student makes a three-direction mark on the paper.

    a. With physical assistance

    b. With additional visual and verbal cues

    c. With additional verbal cues

    d. Independently on initial cue

4. Instructor gives Student one pencil. Student takes pencil and holds it correctly in dominant hand. Instructor takes other pencil and scribbles on paper for two seconds. Instructor says "Scribble on the paper". Student scribbles on paper for two seconds.

    a. With physical assistance

    b. With additional visual and verbal cues

    c. With additional verbal cues

d. Independently on initial cue

5. Instructor gives Student one pencil. Student takes pencil and holds it correctly in dominant hand. Instructor takes other pencil and scribbles on paper for five seconds. Instructor says "Scribble on the paper". Student scribbles on paper for five seconds.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

6. Instructor gives Student one pencil. Student takes pencil and holds it correctly in dominant hand. Instructor takes other pencil and scribbles on paper for ten seconds. Instructor says "Scribble on the paper". Student scribbles on paper for ten seconds.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

7. Instructor gives Student one pencil. Student takes pencil and holds it correctly in dominant hand. Instructor touches paper on table and says "Scribble on the paper". Student scribbles on paper for ten seconds.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

8. Instructor gives Student one pencil. Student takes pencil and holds it correctly in dominant hand. Instructor says "Scribble on the paper". Student scribbles on paper for ten seconds.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

BASIC ACADEMIC SKILLS
WRITING

Title: Copying Name

Task Objective: Presented with a piece of paper, with his name on it, and the cue "write your name". The Student will copy his name legibly on a line.

Prerequisite Skills: Can join a series of dots with a pencil.

Materials: Worksheet, pencil

General Instructions:
NOTE: This program is reverse chained.
NOTE: Instructions are given for only one letter in a name. All letters in the name should follow this sequence.

1. Instructor shows worksheet #1: Student's name printed on top line and Student's name printed in dots on the following lines. Instructor says "Write your name". Student traces over dots to complete name.

    a. With physical assistance

    b. With additional visual and verbal cues

    c. With additional verbal cues

    d. Independently on initial cue

2. Instructor shows worksheet #2: Student's name printed on top line and Student's name printed in dots on the following lines. The last 1/4 of the dots in the last letter of name have heen removed. Instructor says "Write your name". Student traces over dots and completes last letter.

    a. With physical assistance

    b. With additional visual and verbal cues

BASIC ACADEMIC SKILLS
WRITING

Title: Copying Name

Task Objective: Presented with a piece of paper, with his name on it, and the cue "Write your name". The Student will copy his name legibly on a line.

Prerequisite Skills: Can join a series of dots with a pencil.

Materials: Worksheet, pencil

General Instructions:
NOTE: This program is reverse chained.
NOTE: Instructions are given for only one letter in a name. All letters in the name should follow this sequence.

1. Instructor shows worksheet #1: Student's name printed on top line and Student's name printed in dots on the following lines. Instructor says "Write your name". Student traces over dots to complete name.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

2. Instructor shows worksheet #2: Student's name printed on top line and Student's name printed in dots on the following lines. The last 1/4 of the dots in the last letter of name have been removed. Instructor says "Write your name". Student traces over dots and completes last letter.

   a. With physical assistance

   b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

3. Instructor shows worksheet #3: Student's name printed on top line and Student's name printed in dots on the following lines. The last 1/2 of the dots in the last letter of name have been removed. Instructor says "Write your name". Student traces over dots and completes last letter.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

4. Instructor shows worksheet #4: Student's name printed on top line and Student's name printed in dots on the following lines. The last 3/4 of the dots in the last letter of name have been removed. Instructor says "Write your name". Student traces over dots and completes last letter.

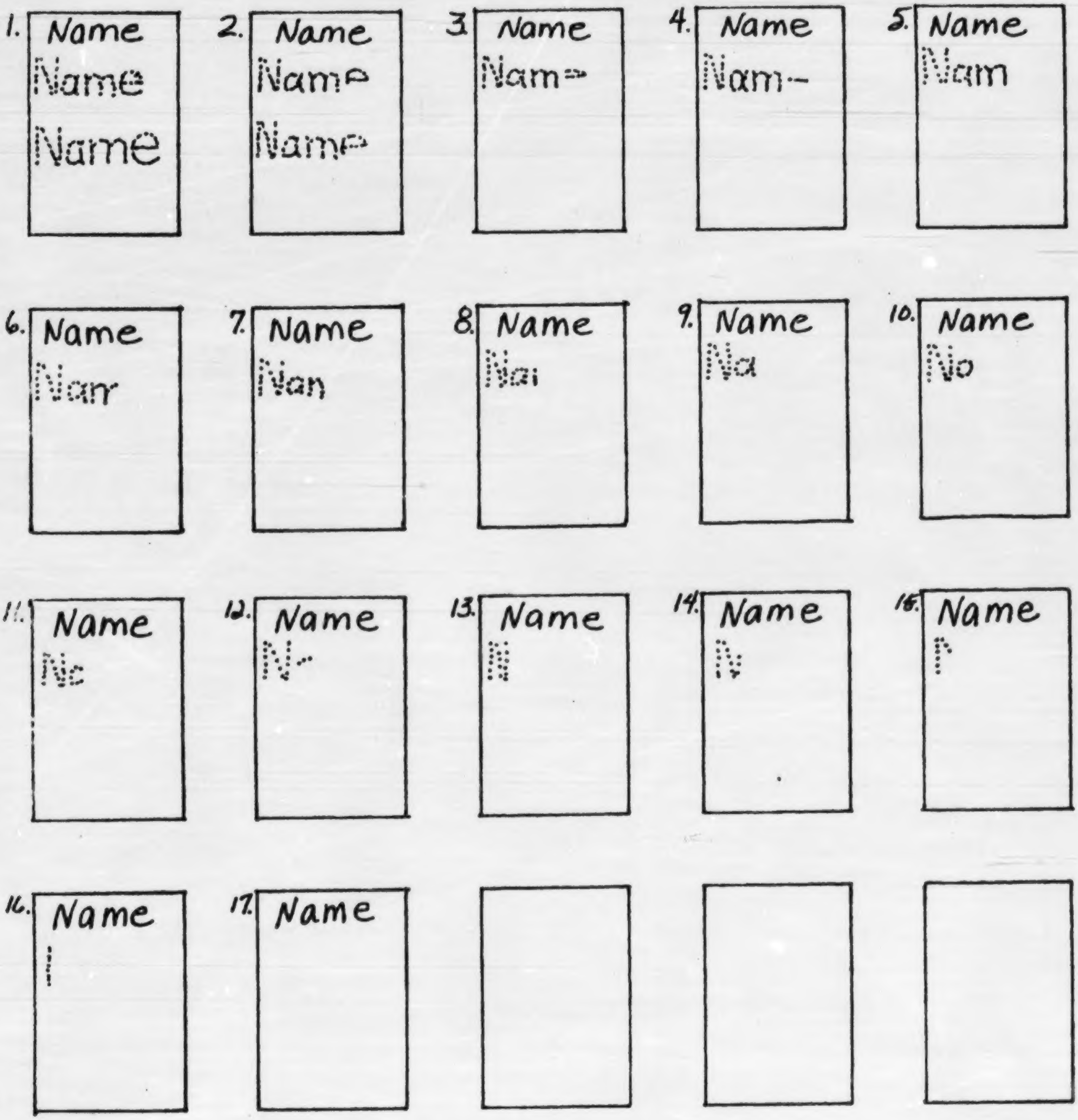
   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

Example of "Copying Name" Program


1. Name
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BASIC ACADEMIC SKILLS
WRITING

Title: Printing Name

Task Objective: Presented with a pencil, a piece of paper with the word "name" and a space, and the cue "write your name", the Student will print his name legibly on a line.

Prerequisite Skills: Can copy printed name.

Materials: Worksheet, pencil

General Instructions:
NOTE: This program is reverse chained.

1. Instructor shows worksheet #1: Student's name printed on top line and blanks on the following lines. Instructor says "Write your name". Student copies name.

    a. With physical assistance

    b. With additional visual and verbal cues

    c. With additional verbal cues

    d. Independently on initial cue

2. Instructor shows worksheet #2: Student's name printed on the top line minus the last letter. Instructor says, "Write your name". Student copies name and writes last letter.

    a. With physical assistance

    b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

3. Instructor shows worksheet #3: Student's name printed on top line minus the last two letters. Instructor says, "Write your name". Student copies name and writes in last two letters.

    a. With physical assistance

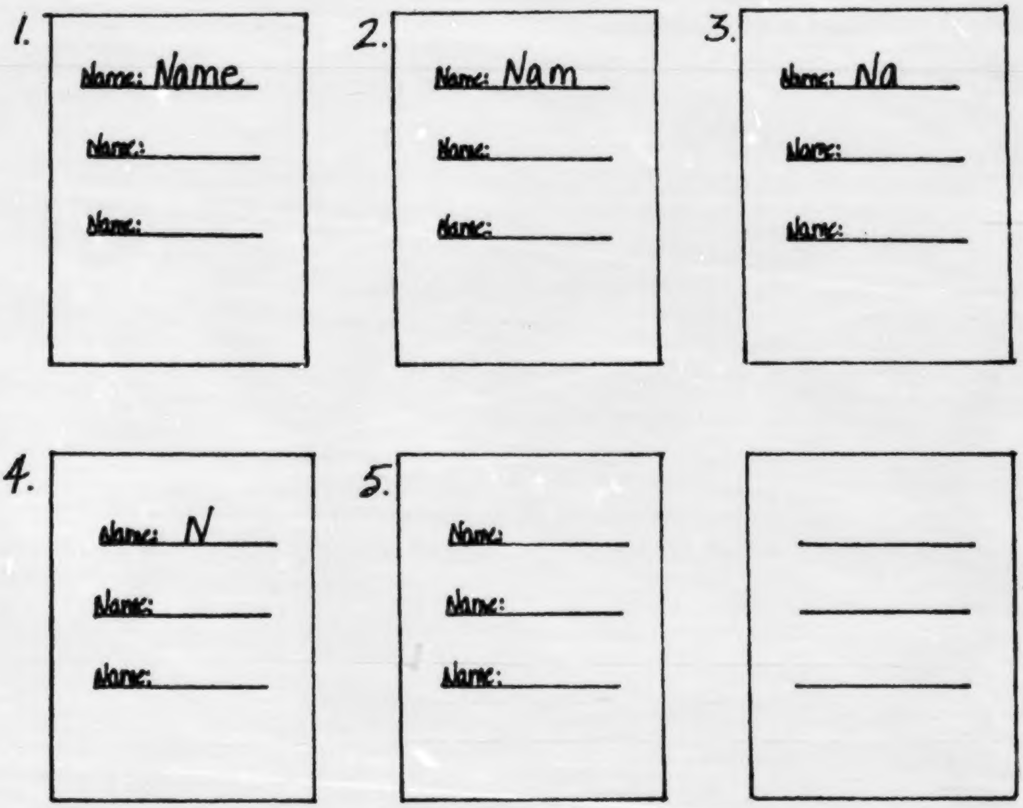
    b. With additional visual and verbal cues

    c. With additional verbal cues

    d. Independently on initial cue

4. The program continues in this same way until Student writes entire name without a model.

Example of "Printing Name" Program



1.

Name: Name

Name:

Name:

2.

Name: Nam

Name:

Name:

3.

Name: Na

Name:

Name:

4.

Name: N

Name:

Name:

5.

Name:

Name:

Name:

Title: Copying Numbers

Task Objective: Presented with a piece of paper with the numbers 1,2,3,4,5,6,7,8,9,10 printed across the top, the Student will copy the numbers legibly on a line.

Prerequisite Skills: Can join a series of dots with a pencil.

Materials: Worksheets, pencil

General Instructions:
NOTE: This program is reverse chained.

1. Instructor shows worksheet #1: numbers 1-5 printed on top line and numbers 1-5 printed in dots on the following lines. Instructor says "Write the numbers". Student traces over dots to complete numbers.

    a. With physical assistance

    b. With additional visual and verbal cues

    c. With additional verbal cues

    d. Independently on initial cue

2. Instructor shows worksheet #2: numbers 1-5 printed on top line and numbers 1-5 printed in dots on the following lines. The last 1/3 of the dots in the number 5 have been removed. Instructor says, "Write the numbers". Student traces over dots and completes last number.

    a. With physical assistance

    b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

3. Instructor shows worksheet #3: numbers 1-5 printed on top line and numbers 1-5 printed in dots on the following lines. The last 2/3 of the dots in the number 5 have been removed. Instructor says, "Write the numbers". Student traces over dots and completes last number.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

4. Instructor shows worksheet #4: numbers 1-5 printed on top line and numbers 1-4 printed in dots on the following lines. The dots for number 5 have been removed. Instructor says, "Write the numbers". Student traces over dots and copies number 5 without dots.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

5. Instructor shows worksheet #5: numbers 1-5 printed on top line and numbers 1-4 printed in dots on the following lines. The last 1/3 of the dots for number 4 have been removed. Instructor says, "Write the numbers". Student traces over dots, completes number 4 and copies number 5 without dots.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

6. Instructor shows worksheet #6: numbers 1-5 printed on top line and numbers 1-4 printed in dots on the following lines. The last 2/3 of the dots for number 4 have been removed. Instructor says, "Write the numbers". Student traces over dots, completes number 4 and copies number 5 without dots.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on intial cue

7. Instructor shows worksheet #7: numbers 1-5 printed on top line and numbers 1-3 printed in dots on the following lines. The dots for numbers 4 and 5 have been removed. Instructor says, "Write the numbers". Student traces over dots and copies 4 and 5 without dots.

   a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

8. Instructor shows worksheet #8: numbers 1-5 printed on top line and numbers 1-3 printed in dots on the following lines. The last 1/3 of the dots for number 3 have been removed. Instructor says, "Write the numbers". Student traces over dots, completes number 3 and copies numbers 4 and 5 without dots.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

9. Instructor shows worksheet #9: numbers 1-5 printed on top line and numbers 1-3 printed in dots on the following lines. The last 2/3 of the dots for number 3 have been removed. Instructor says, "Write the numbers". Student traces over dots, completes number 3 and copies numbers 4 and 5 without dots.

   a. With physical assistance

   b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

10. Instructor shows worksheet #10: numbers 1-5 printed on top line and numbers 1-2 printed in dots on the following lines. The dots for numbers 3,4, and 5 have been removed. Instructor says, "Write the numbers". Student traces over dots and copies 3,4, and 5 without dots.

a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

11. Instructor shows worksheet #11: numbers 1-5 printed on top line and numbers 1-2 printed in dots on the following lines. The last 1/3 of the dots for number 2 have been removed. Instructor says, "Write the numbers". Student traces over dots, completes number 2 and copies 3,4, and 5 without dots.

a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

12. Instructor shows worksheet #12: numbers 1-5 printed on top line and numbers 1-2 printed in dots on the following lines. The last 2/3 of the dots for number 2 have been removed. Instructor says, "Write the numbers". Student traces over dots, completes number 2 and copies 3,4, and 5 without dots.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

13. Instructor shows worksheet #13: numbers 1-5 printed on top line and number 1 printed in dots on the following lines. The dots for numbers 2,3,4, and 5 have been removed. Instructor says, "Write the numbers". Student traces over dots and copies 2,3,4, and 5 without dots.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

14. Instructor shows worksheet #14: numbers 1-5 printed on top line, and number 1 printed in dots on the following lines. The last 1/2 of the dots for number 1 have been removed. Instructor says, "Write the numbers". Student traces over dots, completes number 1 and copies 2,3,4, and 5 without dots.

a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

15. Instructor shows worksheet #15: numbers 1-5 printed on top line. Instructor says, "Write the numbers". Student copies numbers 1-5 without dots.

a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

16. Instructor shows worksheet #16: numbers 1-10 printed on top line, and numbers 6-10 printed in dots on the following lines. Instructor says, "Write the numbers". Student copies numbers 1-5 and traces over dots to complete 6-10.

a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

17. Instructor shows worksheet #17: numbers 1-10 printed on top line and numbers 6-10 printed in dots on the following lines. The last 1/3 of the dots for number 10 have been removed. Instructor says, "Write the numbers". Student copies 1-5, traces over dots, and completes number 10.

a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

18. Instructor shows worksheet #18: numbers 1-10 printed on top line and numbers 6-10 printed in dots on the following lines. The last 2/3 of the dots for number 10 have been removed. Instructor says, "Write the numbers". Student copies 1-5, traces over dots, and completes number 10.

a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

19. Instructor shows worksheet #19: numbers 1-10 printed on top line and numbers 6-9 printed in dots on the following lines. Instructor says, "Write the numbers". Student copies 1-5, traces over dots for 6-9, and copies number 10 without dots.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on intial cue

20. Instructor shows worksheet #20: numbers 1-10 printed on top line and numbers 6-9 printed in dots on the following lines. The last 1/3 of the dots for number 9 have been removed. Instructor says, "Write the numbers". Student copies 1-5, traces over the dots, completes number 9 and copies number 10 without dots.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

23. Instructor shows worksheet #23: numbers 1-10 printed on top line and numbers 6-8 printed in dots on the following lines. The last 1/3 of the dots for number 8 have been removed. Instructor says, "Write the numbers". Student copies 1-5, traces over the dots, completes number 8, and copies numbers 9 and 10 without dots.

a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

24. Instructor shows worksheet #24: numbers 1-10 printed on top line and numbers 6-8 printed in dots on the following lines. The last 2/3 of the dots for number 8 have been removed. Instructor says, "Write the numbers". Student copies 1-5, traces over dots, completes number 8, and copies numbers 9 and 10 without dots.

a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

25. Instructor shows worksheet #25: numbers 1-10 printed on top line and numbers 6-7 printed in dots on the following lines. Instructor says, "Write the numbers". Student copies 1-5, traces over the dots for 6-7 and copies 8,9, and 10 without dots.

a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

26. Instructor shows worksheet #26: numbers 1-10 printed on top line and numbers 6-7 printed in dots on the following lines. The last 1/3 of the dots for number 7 have been removed. Instructor says, "Write the numbers". Student copies 1-5, traces over the dots, completes number 7, and copies numbers 8,9, and 10 without dots.

a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

27. Instructor shows worksheet #27: numbers 1-10 printed on top line and numbers 6-7 printed in dots on the following lines. The last 2/3 of the dots for number 7 have been removed. Instructor says, "Write the numbers". Student copies 1-5, traces over dots, completes number 7, and copies numbers 8,9, and 10 without dots.

a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

28. Instructor shows worksheet #28: numbers 1-10 printed on top line and number 6 printed in dots on the following lines. Instructor says, "Write the numbers". Student copies 1-5, traces over dots for number 6, and copies 7,8,9, and 10 without dots.

a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

29. Instructor shows worksheet #29: numbers 1-10 printed on top line and number 6 printed in dots on the following lines. The last 1/3 of the dots for number 6 have been removed. Instructor says, "Write the numbers". Student copies 1-5, traces over dots, completes number 6, copies numbers 7,8,9, and 10 without dots.

a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

30. Instructor shows worksheet #30: numbers 1-10 printed on top line and number 6 printed in dots on the following lines. The last 2/3 of the dots for number 6 have been removed. Instructor says, "Write the numbers". Student copies 1-5, traces over dots, completes number 6, copies numbers 7,8,9, and 10 without dots.

a. With physical assistance

b. With additional visual and verbal cues

c. With additional verbal cues

d. Independently on initial cue

31. Instructor shows worksheet #31: numbers 1-10 printed on top line. Instructor says, "Write the numbers". Student copies numbers 1-10 without dots.

   a. With physical assistance

   b. With additional visual and verbal cues

   c. With additional verbal cues

   d. Independently on initial cue

Example of Worksheet for "Copying Numbers" Program

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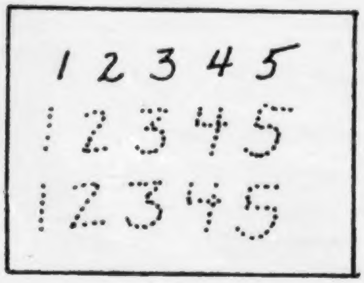
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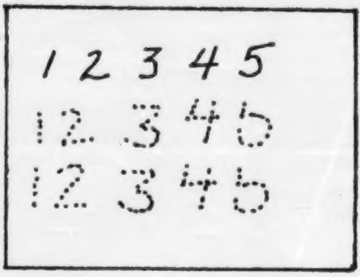
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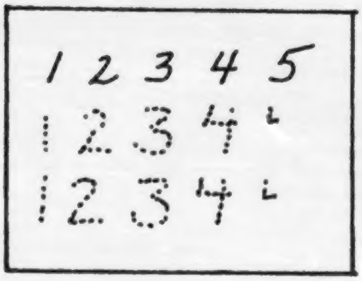
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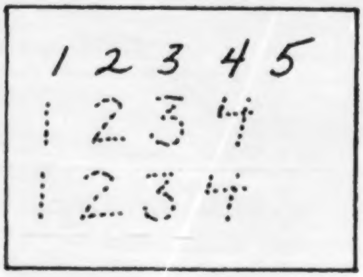
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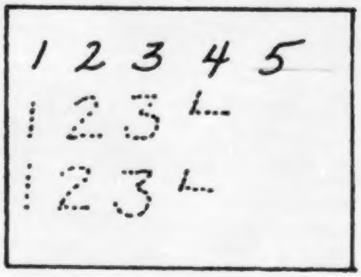
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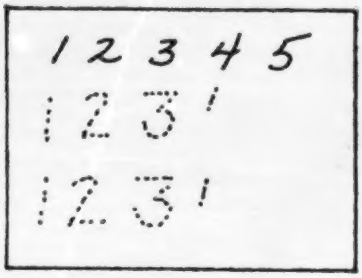
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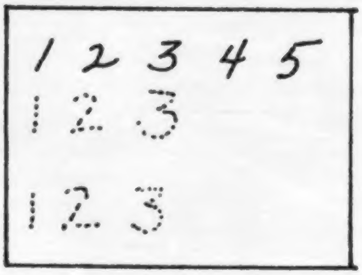
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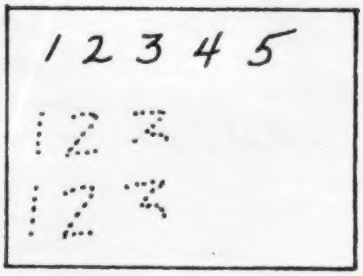

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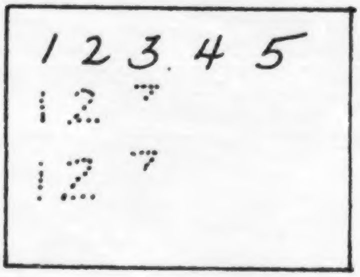

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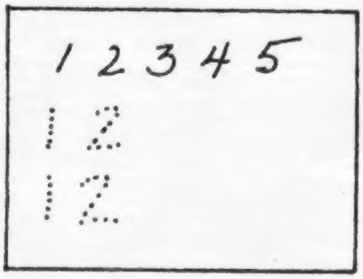

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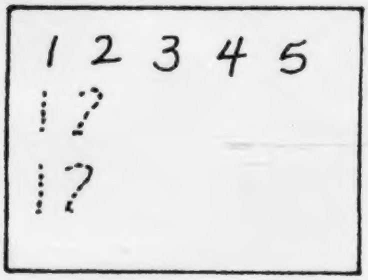

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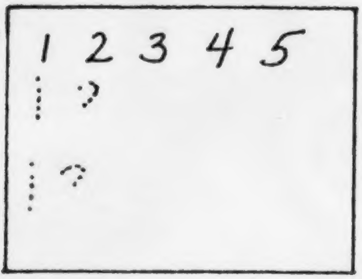

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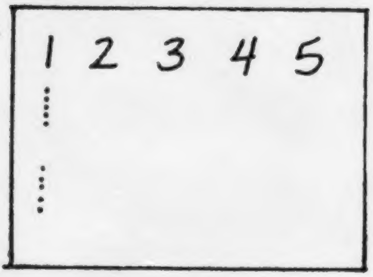

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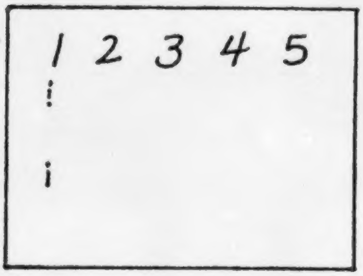

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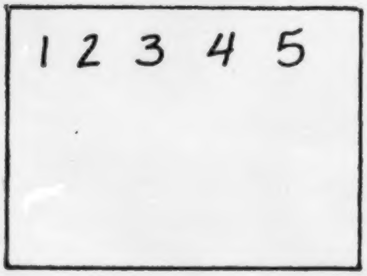

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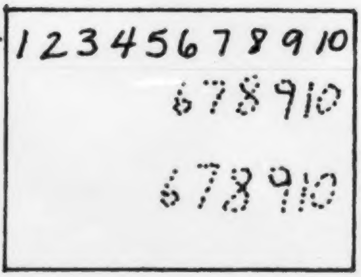
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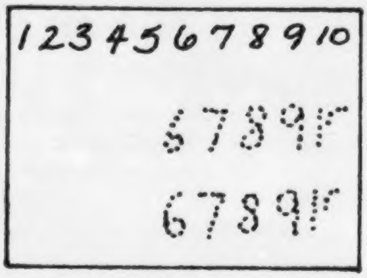
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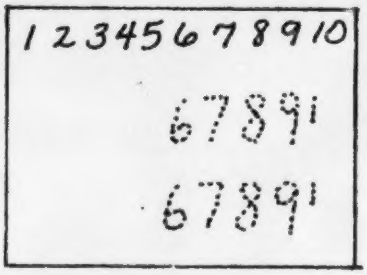
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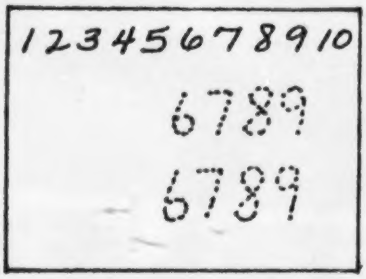
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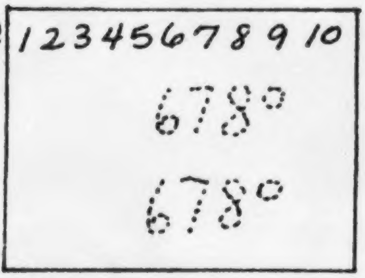
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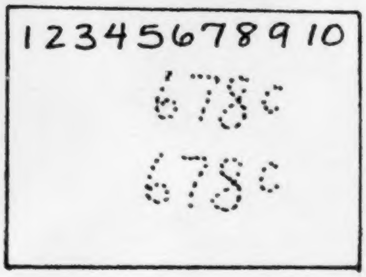
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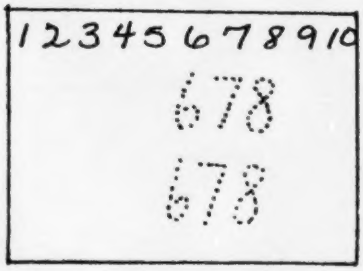
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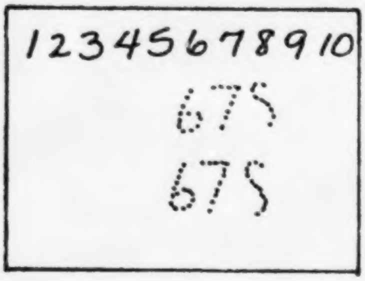
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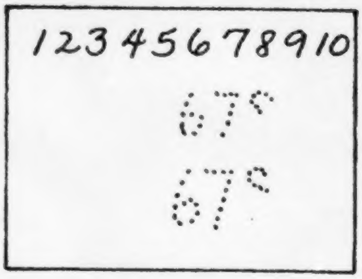
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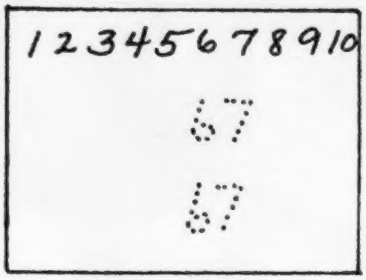
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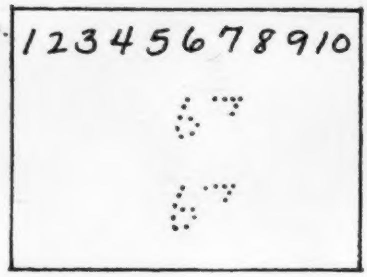
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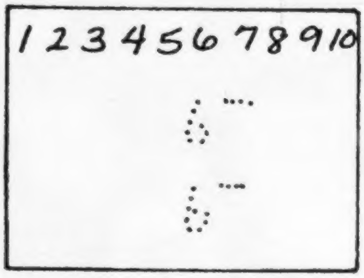
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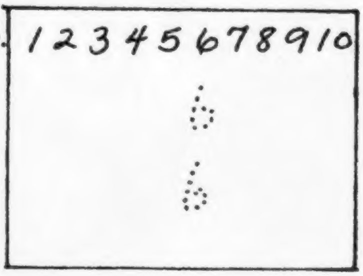
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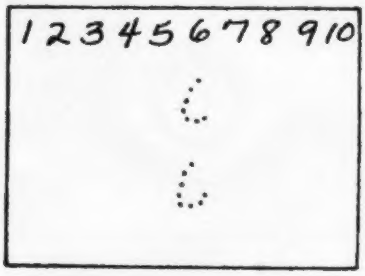
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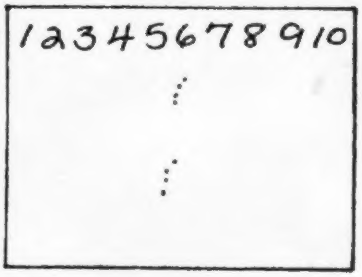
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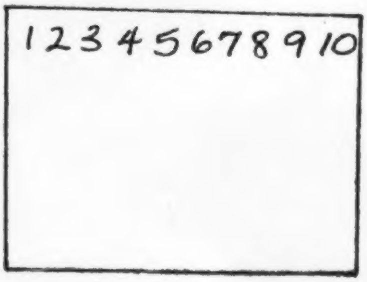
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BASIC ACADEMICS
NUMBERS

Title: Counting From A Given Number

Task Objective: Presented with a verbal cue, "count, start with____", the Student will begin counting at the given number and count at least three more numbers in sequence.

Prerequisite Skills: Rote Counts 1-10

Materials:

General Instructions:

1. Instructor says, "Count, start with____". Instructor says first number and continues to count at least three more numbers. Student counts with Instructor.

2. Instructor says, "Count, start with____". Instructor says first number, Student repeats first number and counts at least three more numbers in sequence.

3. Instructor says, "Count, start with____". Instructor says. initial sound of first number, Student says first number and counts at least three more numbers in sequence.

4. Instructor says, "Count, start with____". Instructor positions mouth to say initial sound of first number but does not vocalize. Student says first number and counts at least three more numbers in sequence.

5. Instructor says, "Count, start with____". Student says first number and counts at least three more numbers in sequence.

6/79

BASIC ACADEMICS
MONEY

Title: Knowing Cent Value of Coins

Task Objective: I: Presented with a coin and/or the verbal cue, "how many cents are the same as a _____?" the Student will verbalize the cent value of the coin.

II: Presented with a cent value card and/or the verbal cue, "what coin is the same as ____ cents?", the Student will verbalize the name of the coin.

Prerequisite Skills: Names coins.

Materials: Coins, value cards

General Instructions:
Coins are listed in recommended teaching sequence:

Penny	1¢	Quarter	25¢
Nickel	5¢	Half Dollar	50¢
Dime	10¢		

NOTE: Distractors are coins or value cards not being taught.

1. Instructor presents value card with no distractors, holds up coin and says, "Show me how many cents are the same as a ____?" Student indicates correct value card.

2. Instructor presents value card with one distractor, holds up coin and says, "Show me how many cents are the same as a ____?" Student indicates correct value card.

3. Instructor presents value card with two distractors, holds up coin and says, "Show me how many cents are the same as a ____?" Student indicates correct value card.

4. Instructor presents value card with three distractors and says, "Show me how many cents are the same as a ____?" Student indicates correct value card.

5. Instructor holds up coin and says, "How many cents are the same as a ____?" Student verbalizes correct cent value of coin.

6. Instructor says, "How many cents are the same as a ____?" Student verbalizes correct cent value of coin.

7. Instructor presents coin(s) and holds up value card. Instructor says, "Show me what coin is the same as ____ cents?" Student indicates correct coin.

   a. With correct coin only
   b. With correct coin and one distractor
   c. With correct coin and two distractors
   d. With correct coin and three distractors

8. Instructor holds up value card and says, "What coin is the same as ____ cents?" Student verbalizes correct coin name.

9. Instructor says, "What coin is the same as ____ cents?" Student verbalizes correct coin name.

6/79